THE PERCEIVED EFFECTS OF NO CHILD LEFT BEHIND ON STUDENT LEARNING, TEACHING, AND CURRICULUM

by

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A DISSERTATION

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ABSTRACT

This dissertation examined perceptions of superintendents, principals and teachers about South Carolina's Palmetto Achievement Challenge Test or the Palmetto Assessment of State Standards testing program. A systemic sample of 729 superintendents, principals, and teachers were selected to participate in the study. A survey was emailed to the educators to gather their opinions and their perceptions of the South Carolina testing program. Three hundred seventy-four questionnaires were returned for a 52% return rate. Descriptive statistics were used to reveal participant's responses in five domains. A MANOVA was computed to determine if any significant main effects or interactions were evident among the independent variables of contract status, years of experience and position. Seven telephone surveys were conducted to increase understanding of the dependent variables or domains. Qualitative strategies were used to analyze these data. The results of the study found that opinions of superintendents, principals, and teachers differed in only one domain, school outcomes, based on contract status and years of experience.

Keywords: Palmetto Achievement Challenge Test, Palmetto Assessment of State Standards, effects of testing, effects of standards on teaching, learning and on curriculum

DEDICATION

Ever since I was five years old I wanted to attend the University of Alabama, but circumstances beyond my control prevented me from going after high school. This study is dedicated to the man who has made all of my dreams come true. The man who believed in me, and encouraged me every step of the way, especially when I wanted to give up on my dream. The man who made countless trips with me to Gadsden or Tuscaloosa while I went to class. I could not have asked God for a better husband, supporter, or friend than you Troy Knight. I owe you so much for what you have sacrificed for me that I'll never be able to repay you in this lifetime. You are my one true love. Thank you for making all of this possible. This dissertation is dedicated to you. I love you.

LIST OF ABBREVIATIONS AND SYMBOLS

α	Cronbach's index of internal consistency
<	Less than
>	Greater than
=	Equal to
M	Means
F	Variance of the group means
p	Probability associated with the occurrence under the null hypothesis of a value as extreme as or more extreme than the observed value
MAP	Measures of Academic Progress
NAEP	National Assessment of Educational Program
NCLB	No Child Left Behind
PACT	Palmetto Achievement Challenge Test
PASS	Palmetto Assessment of State Standards

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CONTENTS

ABSTRACT…….…...ii

DEDICATION……iii

LIST OF ABBREVIATIONS AND SYMBOLS ……...……..iv

ACKNOWLEDGMENTS …….....v

LIST OF TABLES …….xi

LIST OF FIGURES …….xiii

1.INTRODUCTION 1
Background 1
High–stakes testing 3
Conceptual framework 3
Issues with testing 6
Statement of problem 8
Purpose of the study 8
Research questions 9
Methodology and procedures 10
Limitations of the study 14
Theoretical model 14
Definition of key terms 17
Organization of the study 18

2. REVIEW OF LITERATURE 19
Introduction 19
No child left behind 28
Effects 44
Conclusion 53

3. METHODOLOGY 55
Identification and selection of participants 55
Instruments 55
Content validation 56
Reliability 57

Analysis of data.....57
Summary.....59

4. DATA ANALYSIS.....60
Demographic data of questionnaire.....62
Quantitative data analysis.....64
Multivariate analysis of variance.....70
Research question five.....79
Qualitative data analysis.....86
Description of interview sample.....86
Themes.....87
Research questions addressed.....93
Research question one.....93
Research question two.....94
Research question three.....95
Research question four.....96
Summary.....99

5. SUMMARY, FINDINGS, AND RECOMMENDATIONS.....100
Findings of interview data.....103
Conclusions.....104
Discussion of survey data and interview data.....104
Policy considerations.....105
Suggestions for future research.....110

REFERENCES.....111

APPENDICES.....123

LIST OF TABLES

1. Survey Respondents Demographic Information …….61

2. Comparison of Population, Sample, and Response Groups of Respondents…….……62

3. Frequency and Percent of Respondents Based on Years of Experience…….…….....63

4. Frequency and Percent of Respondents Based on Contract Status…….....64

5. Outcome Domains, Range, and Mean Scores……..66

6. Domain Scores by Years of Teaching Experience …….....67

7. Domain Scores by Contract Status……..68

8. Domain Scores by Position……..69

9. Hypothesis Testing with Wilks' Lambda Results……75

10. Tests of Between-Subjects Effects for the Test of Overall Model Significance……..76

11. Box's Test of Equality of Covariance Matrices of Error Variances……78

12. Levene's Test of Equality of Error Variances…….79

13. Wilks' Lambda Results for Student Domain…….……..80

14. Wilks' Lambda Results for Instructional Practice Domain…….81

15. Wilks' Lambda Results for Public Confidence Domain…….……82

16. Wilks' Lambda Results for Teacher Domain……..83

17. Wilks' Lambda Results for School Domain……84

18. Participant Demographic Information for Interviews…….……85

19. Common Themes for Interviews and Open-Ended Question on Survey as Coded in NVivo… ……87

20. Common Themes throughout Interviews Based on Individual Responses……..…98

LIST OF CHARTS

1. Independent and Dependent Variables Relation……16

2. Implementation of Improvement Plan……...34

CHAPTER 1

INTRODUCTION

School accountability was the catchphrase for the new millennium. According to Conley, the need for school accountability increased significantly in the last three decades and was described as waves between the years 1980-2007 (as cited in Crawford & Tindal, 2006, p. 208). The United States is currently in the third wave of standards-based reform where statewide test scores was the accountability measure (2006, p. 208). The most current reform movement, No Child Left Behind Act (NCLB), required states to have an accountability system whereby schools were judged based on academic performance. By the late 1990s, nearly all states implemented an accountability system using high-stakes testing for schools and districts (Moore, Dexter, Berube, & Beck, 2005). These accountability systems required the reporting of state-level indicators of school performance to the public audience through report cards and benchmark tests results (Wellman, 2001). The reports allowed comparisons among other schools and districts within the state, which made school, individual, and statewide progress reports available (Layton & Lock, 2007).

Background

In the 1950s, the United States began "losing the space race" (US Information Agency, 1959). Russia launched Sputnik in 1957 with stunned citizens of the United States watching (Beckstrom, 2000). In response to this event, Congress passed the National Defense Education Act (NDEA) (1958) (www.ed.gov/about/overview/fed/role.html). This was the first

comprehensive federal education legislation designed specifically to help ensure that "highly trained individuals would be available to help America compete with the Soviet Union in scientific and technical fields" (www.ed.gov/about/overview/fed/role.html, ¶ 7). The NDEA offered support for loans to college students and grants to science teachers for training on instructional improvement in the areas of science, mathematics, and foreign languages in elementary and secondary schools, as well as vocational-technical training. The second educational act, the Elementary and Secondary Schools Act, signed in 1965 by President Johnson, aimed to increase math and science performance in the public schools (www.ed.gov/about/fed/role.html).

In 1983, the United States Department of Education published a report, *A Nation at Risk*, which described the public school systems in the United States as appalling (Hanna, 2005). This federal report called for a standards-based reform in education which held schools accountable for the nation's economic difficulties, while it singled unqualified teachers and social promotion as potential or probable causes (Howard, 2005). According to Nelson (2007), President Reagan made the greatest impact on federal education policy because he "successfully used the bully pulpit of the presidency to support a movement for standards-based reform on a national scale" (p. 1316). After the publication of the report, the next three presidents used an educational platform in an attempt to improve student achievement (2007). The latest school accountability measure, No Child Left Behind (NCLB), was adopted in 2001 and scheduled for reauthorization in 2007 (McLane & Colby, 2007). NCLB required all groups of students to meet established standards by 2013-2014 (Thornton, Hill & Usinger, 2006), while it reduced the achievement gap between groups.

High-stakes testing

Many American educators were concerned with high-stakes testing, which was described as a system of statewide or national testing where results were used as the basis for important decisions such as promotion in grade or graduation (Goertz & Duffy, 2003). These important decisions profoundly affected students' lives (Goertz & Duffy, 2003; Klein, Zevenbergen, & Brown, 2006). Most states used some form of standardized testing (Goertz & Duffy, 2003; Klein et al., 2006); however, the NCLB Act required states to develop and adopt criterion-referenced tests. Jones and Egley (2004), among others, argued that too much weight was placed on the results of one test. What made the test high-stakes was that those schools that did not show student progress or those that continually reported low-test scores became a target of the district or state for intervention in the administration of the school (Goertz & Duffy, 2003).

My purpose in this research was to examine the perceived effects of No Child Left Behind (school accountability legislation) and the effects the resultant high-stakes testing had on how superintendents, principals, and teachers viewed student learning, teaching, and curriculum in public school in the state of South Carolina. I addressed the ways in which superintendents, principals, and teachers made adjustments to ensure standards-based reform for all students were employed in their districts and schools. Educators' views regarding high-stakes tests and federal policy were also examined.

Conceptual Framework

In deductive analysis of qualitative data, hypotheses were formed and the data analyzed in order to allow researchers to either confirm or reject the specific hypothesis statement (Hazi & Arredondo-Rucinski, 2006). Malen (2005) categorized this type of policy analysis as the theory of action whereby broad policy initiatives were examined and assessed based on the underlying

"theories of action, or sets of principles and propositions, orientations, and related assumptions" that underpin the policy (p. 196). The analysis of this study determined the extent in which educators perceived how high-stakes testing affected the educational system in South Carolina. I surmised that this study found that related arts classes were given less time and that more time was focused on core subjects such as English/Language Arts, mathematics, science, and social studies. Teachers taught to the test and were limited on the number of field trip opportunities taken, especially in middle school. Cawelti (2006) found that there was a narrowing of the curriculum problem. In California, the teachers focused only on math and language literacy. A high percentage of the arts, music, physical education, and foreign languages had reduced class time. Wood (2004) found a narrowing of the school experience. There were no naps for kindergarteners, no recess in elementary schools, a reduction in field trips and electives or related arts classes, and an increase in test preparation. These were a few intended and unintended effects that high-stakes testing had on the educational system. However, no study to this effect in South Carolina had been conducted. This study needed to be replicated in South Carolina in order to examine the perceived effects that state accountability test, Palmetto Achievement Challenge Test (PACT) or Palmetto Assessment of State Standards (PASS), had on superintendents, principals, and teachers in an effort to produce more well-rounded individuals.

According to Klein, Zevenbergen, and Brown (2006), before the standards-based assessment reforms, students were tested every three or four years, usually in grades 4, 8, and 11 or 12, most often with norm-referenced tests. Standards-based instruction called for new types of tests, called criterion or standards-referenced tests (2006). These content knowledge questions measured the extent in which students acquired the knowledge targeted by standards, with reports to the public. These reports informed taxpayers about student progress and performance

of schools (2006). Klein, Zevenbergen, and Brown found that administrators and teachers reported extreme responsibility in preparing students to pass the test. Parents, administrators, and legislators at large wanted to hold schools accountable for the education of their children (2006), and, unfortunately, looked for simple measures of "effectiveness" such as a single test score.

High-stakes testing became a regular fact-of-life in the majority of the public school districts in the nation (Crawford & Tindal, 2006). Heubert & Hauser's study (as cited in Goertz & Duffy, 2003, p. 6) found that tests carried high-stakes for students when they assigned students to schools, programs, or classes based on their achievement level, made promotion decisions, and/or determined whether a student received a high school diploma. Promotion policies were in place in eight states that involved test scores in the elementary and middle schools as well as in 28 states that required high school students to pass a state-administered test for graduation (Goertz & Duffy, 2003). Most of these state tests assessed general knowledge of language arts and mathematics but many also included science and social studies as well, and according to Goertz and Duffy, more states redesigned their tests in order to make them even more rigorous. End-of-course exams were required in 11 states, which were curriculum-based assessments of core high school courses, but only six states made it mandatory to pass these exams in order to graduate (2003). Most of the national testing companies, however, did not recommend that their tests be used as the sole gauge for high-stakes decisions (Newell, 2002). Darling-Hammond (as cited in Albrecht & Joles, 2003, p. 89) stated that "test scores are too limited and unstable a measure to be used as the sole source of information for any major decision about student placement or promotion."

While the original purpose of district assessments measured the continuous progress of students toward district and/or state goals, and provided instructional feedback to teachers and

schools, other reasons for district testing emerged (Goertz & Duffy, 2003). This included providing information for individual student special programs placement, as well as providing external validation of student performance, especially in the basic skills areas, through the use of national, norm-referenced assessments. Albrecht and Joles stated evaluating programs (i.e., Title I, gifted and talented, and vocational education), and reinforcing the form and language of performance assessments in instruction to bridge the gap between assessment and instruction were other reasons that districts test (p. 8).

Issues with Testing

Educators raised concerns about high-stakes testing (Goertz & Duffy, 2003). The first dealt with the design of the test questions (2003). The majority of the test questions were narrow or focused (some described them as trivial) because the design was for ease of scoring, which lowered the cost of the test (2003). Posner (as cited in Goldberg, 2005, p. 289) pointed out, "The kinds of problems that can appear on a standardized test are, of course, quite limited in form and complexity, as the student is allocated only a minute or two to complete each one." Second, educators complained about the amount of time they devoted to test preparation (2005). According to Posner, such time requirements limited the time to teach students problem-solving strategies, perseverance, cooperative learning, discipline, flexibility, and many other helpful qualities that assisted them in doing well on the test. Third, teachers wanted more specific or detailed results so they could focus on those areas that the students were lacking (2005). Because the test results data were not broken down into specific areas of weakness or strength, the information contained in test reports was often less useful to teachers (2005).

Another concern was that states differ in their requirements of who must take the test (Kane & Staiger, 2002). For example, students with limited English proficiency, learning

disabilities, or who were absent on the day of the test were exempt from taking the test in some states (2002) but not in others. According to Kane and Staiger, these rules gave school personnel the opportunity to manipulate results by influencing which students took the test, while other states attempted to limit this behavior in schools that have a low proportion of students taking the test. The federal No Child Left Behind Act imposed limits on the proportion of students that were exempted from testing, and if schools violated the exemption rules, they were subject to penalties (2002).

Although states differed in how they used test scores to gauge school performance, most states used some combination of three measures (Kane & Staiger, 2002). The most commonly used measure was taking the average test score among students for a given grade (2002). The reporting of test score levels were in terms of the percentage of students at a school scoring in various ranges, such as the proportion of students who scored failing, proficient, or advanced (2002). The second measure that many of the largest states relied on, at least to some extent, was change on the average test score from one year to the next (2002). The third approach, used by a handful of states including North Carolina and Tennessee, rated schools using the average gain in test performance between the end of one grade and the end of the next grade (2002). Kane and Staiger found the change approach measured the performance of this year's fourth grade students relative to last year's fourth grade students while the gain approach measured the performance of this year's fourth grade students in relation to their own performance in third grade. The latter methodology required states to invest in data management systems that enabled the linking of the scores of individual students across years (2002). Test score change (Approach 3), which focused on improvement in performance, was generally seen as the least biased method of comparing schools serving different students (2002).

Purpose of the Study

This study examined the perceived effects of No Child Left Behind (school accountability legislation) and the effects the resultant high-stakes testing had on how superintendents, principals, and teachers viewed student learning, teaching, and curriculum in public school in the state of South Carolina.

Statement of the Problem

In this age of accountability, there was an increased interest in how well assessments evaluated student achievement and how high-stakes testing affected stakeholders and schools. The purpose was to describe the perceived effects of school accountability and high-stakes testing among South Carolina educators. I described the ways in which superintendents, principals, and teachers made adjustments to ensure standards-based reform for all students was used in South Carolina districts and schools.

By examining the perceptions of educators, this study potentially helped policymakers understand the intended and unintended effects that high-stakes testing had on schools and stakeholders. This study sought to broaden school accountability awareness in two ways. First, data were collected from the South Carolina superintendents, principals, and teachers about how they viewed high-stakes tests and the extent to which Adequate Yearly Progress (AYP) calculations were viewed as fair. Information was collected regarding how superintendents, principals, and teachers viewed the rigor of state standards and the state accountability test and the extent in which the test (Palmetto Achievement Challenge Test/Palmetto Assessment of State Standards) matched state's standards. The information collected throughout this study helped determine the extent to which each school district perceived how they adequately prepared students for the future and whether progress was made in the district as a whole.

Secondly, data were collected from principals and teachers about high-stakes testing, academic standards, and perceived effects of PACT/PASS and NCLB on instruction, curriculum, and student learning. Demographic information was collected regarding role or position, school type (elementary or middle), and years of experience. Data were also examined for patterns and relationships among these perceptions.

Research Questions

This study examined the perceived effects NCLB had on South Carolina educators and examined the perceived changes in curriculum and instruction, the extent educators felt pressure to improve test scores, and the perceptions elementary and middle school teachers had on school accountability. Most educators assumed school accountability affected instruction, teachers, and students; this study explored the extent to which this was a valid assumption.

The five research questions in this study were:

1. What changes, if any, have school districts made to instructional methods to increase test scores?
2. What changes, if any, have school districts made to curriculum to increase test scores?
3. How does high-stakes testing affect instruction, teachers, and students?
4. To what extent do principals and teachers feel pressure to improve students' test scores?

The first two questions pertained to improvements in the school district and questions three through five were concerned with the perceptions of educators and the affects of high-stakes testing. The data analysis allowed the researcher to evaluate the federal policy on education (NCLB) with student assessment. Questions one through four were answered through the interview.

The quantitative portion of this study focused on the following question:

5. How do perceptions of superintendents, principals, and teachers differ from elementary and middle schools?

Question 5 was answered through survey results and interviews.

Hypotheses

Statistical significance was sought for the following null hypothesis:

H$\mathbf{o}_1$: There was no significant difference in the perceived effects of high stakes testing between elementary principals and middle school principals.

H$\mathbf{o}_2$: There was no significant difference in the perceived effects of high stakes testing between elementary teachers and middle school teachers.

H$\mathbf{o}_3$: There was no significant difference in the perceived effects of high stakes testing among superintendents, principals, and teachers.

H$\mathbf{o}_4$: There was no significant difference in the perceived effects of high stakes testing among superintendents, principals, and teachers based on position, contact status, and years of experience.

Methodology and Procedures

A multiple methods study was used to determine the perceived effects of school accountability and high-stakes testing in South Carolina. Qualitative results provided evidence about perceptions of the rigor of state standards and high-stakes tests. Data were collected from superintendents, principals, and teachers by a survey created by Margheim (2001) at Virginia Polytechnic Institute. The survey was slightly modified for use in South Carolina. The study gathered data from open-ended responses and interview questions. Information gathered potentially assisted stakeholders in gaining a better understanding to the underlying implications

of No Child Left Behind Act of 2001 and how individual states' accountability systems affected everyone involved. Interview data were collected from a representative sample of superintendents, principals, and teachers from telephone or face-to-face interviews of study participants.

Data Collection

A stratified random sample of study participants was used. The superintendent population in South Carolina was 86; the elementary and middle school principal population was 921; the K-12 teacher population was 49,197. The survey addressed the areas of concern with school accountability and high-stakes testing and was selected based on these concerns. Once the sample size had been determined, this survey was electronically delivered using Surveymonkey (www.surveymonkey.com) to the superintendents, principals, and teachers in South Carolina. The personnel selected had an opportunity for a telephone or face-to-face interview. Surveys were distributed and collected in June through July 2009 with follow-up of non-respondents seven days later and then again 14 days later. An electronic packet was forwarded to each participant, which included a cover letter (see Appendix B) and the data collection instrument.

Data Analyses

Survey items gathered data about the extent in which superintendents, elementary and middle school principals, and teachers perceived the effects of high-stakes testing on schools. Information from this survey was placed into Statistical Package for the Social Sciences 17.0 (SPSS) data bank for analysis. A Multivariate Analysis of Variance (MANOVA) was used to determine the extent in which superintendents', principals', and teachers' perceptions were different. Survey and interview data were coded and nodes created in NVivo to determine differences among administration perceptions of high-stakes testing. A purposeful sample of

select respondents was interviewed via telephone (or face-to-face) based on the responses of the survey. These interviews were tape recorded and transcribed into NVivo for data analysis by the researcher. The interview data were used to identify themes that were evident throughout the process.

Identification of Sample

Randomly selected superintendents, elementary and middle school principals, and teachers from South Carolina were invited to participate in this study. Surveys were sent to 73 superintendents, 274 elementary and middle school principals, and 382 teachers based on the Krejcie and Morgan (1970) table for determining sample sizes. For the purpose of this study, an elementary school was defined as a school that houses 3rd – 5th grade, and a middle school was defined as a school that houses 6th – 8th grade which included K – 8, 6 – 12 or any combination of those grades. If the school administered a high-stakes test yearly to any grade 3 – 8, it was considered an elementary or middle school. Alternative schools and career centers were disregarded because testing information was sent to the child's home-based school.

Data Collection Instruments

An existing survey (Margheim, 2001) was sent to every selected school district superintendent, elementary and middle school principal, and teacher. The survey (see Appendix B) consisted of 52 Likert-type scale questions regarding the perceptions of high-stakes accountability tests and how these high-stakes accountability tests affected the school district as a whole. The information gathered in this survey was used to describe the perceived effects of the accountability system that was in place in South Carolina's public schools.

Significance of the Study

In the 2002-2003 school year, public schools were required to meet adequate yearly progress based on a number of criteria, which one of the criteria was testing. The goal of NCLB was to have all students scoring at proficiency or higher by the year 2013-2014. The information collected on the effects of school accountability and high stakes testing on schools potentially could lead to a better understanding of how each state used its assessment of the school system and student learning. The results of this study may lead to a better accountability system, policies, laws, and decisions regarding adequate yearly progress and high-stakes testing.

As a veteran educator, I, like other educators, have had concerns about policies enacted by the South Carolina State Board of Education that have resulted in high-stakes testing and a state-mandated curricula before NCLB was introduced. South Carolina implemented the Accountability Act of 1998 Section 59-18-300 that adopted grade specific performance standards in the four core academic areas (English/language arts, math, science, and social studies) for grades K-12. This law also established performance benchmarks for end-of-course assessments in these areas for grades 9-12. These standards were reflective of the highest level of skills in the grade level, which was necessary to improve the curriculum and instruction in schools, so that students achieved at extraordinary levels (South Carolina Accountability Act of 1998).

Research conducted on high-stakes testing reported conflicting results. Allington and McGill-Franzen (1992), Cameron (1997), Fries (1998), Massell, Kirst, and Hoppe (1997), Natriello and Pallas (1999), Newman, King, and Rigdon (1997), Smith and Rottenberg (1991), Wilkins (1999) (as cited in Margheim, 2001), found that high-stakes testing produced harmful consequences for the students, schools, and educators. Other researchers, such as Davison, Schleisman, Koppen, Wu, and Kwak (2001), New (1995), Noll (1999), Schleisman (2000),

Shanker (1994), Waters, Burger, and Burger (1995), and Young (1996) (as cited in Margheim, 2001), stated that high-stakes testing had potentially positive outcomes. By conducting this research, I projected to determine the opinions of South Carolina educational personnel regarding the effects of the accountability system and high-stakes testing on South Carolina schools.

Limitations of the Study

1. This study was limited to South Carolina public schools.
2. Not everyone elected to participate in a telephone or face-to-face interview and those that did, may have been more positive or negative regarding state accountability tests than others.
3. South Carolina's Accountability Act of 1998 has been in place for 10 years. In the 2008-2009 school year, the Palmetto Assessment of State Standards (PASS) replaced the PACT test. It is not known at this time the format of the tests and if this test was as rigorous as PACT.

Theoretical Model

The theoretical model that guided this study was as follows. First, research suggested that there was a national movement in this country for states to develop performance and content standards for schools and students (Margheim, 2001). This movement caused South Carolina's political and educational leaders to implement a set of rigorous academic standards and requirements that were unique to this state. The standards movement had both benefits and detriments for students and teachers, and these likely affected educators' beliefs about South Carolina's academic standards and assessments. My goal was to describe superintendents', principals', and teachers' perceptions about this topic.

My search of the literature found results in five domains: (1) outcomes for students, (2) outcomes for instructional programs, (3) outcomes for schools, (4) outcomes related to public confidence, and (5) outcomes for teachers themselves (Margheim, 2001). These five domains acted as dependent variables. The independent variables that Margheim hypothesized were: (1) years of teaching experience, (2) position (superintendent, elementary, or middle school principal or teacher), and (4) contract status (continuing, annual, TERI, at-will contract). These variables affected the way educators viewed the standards movement in South Carolina. My understanding of school accountability directed me that these variables affected the way teachers viewed the outcomes of South Carolina's standards movement as they did in Virginia. Chart 1 showed how these variables related to the study.

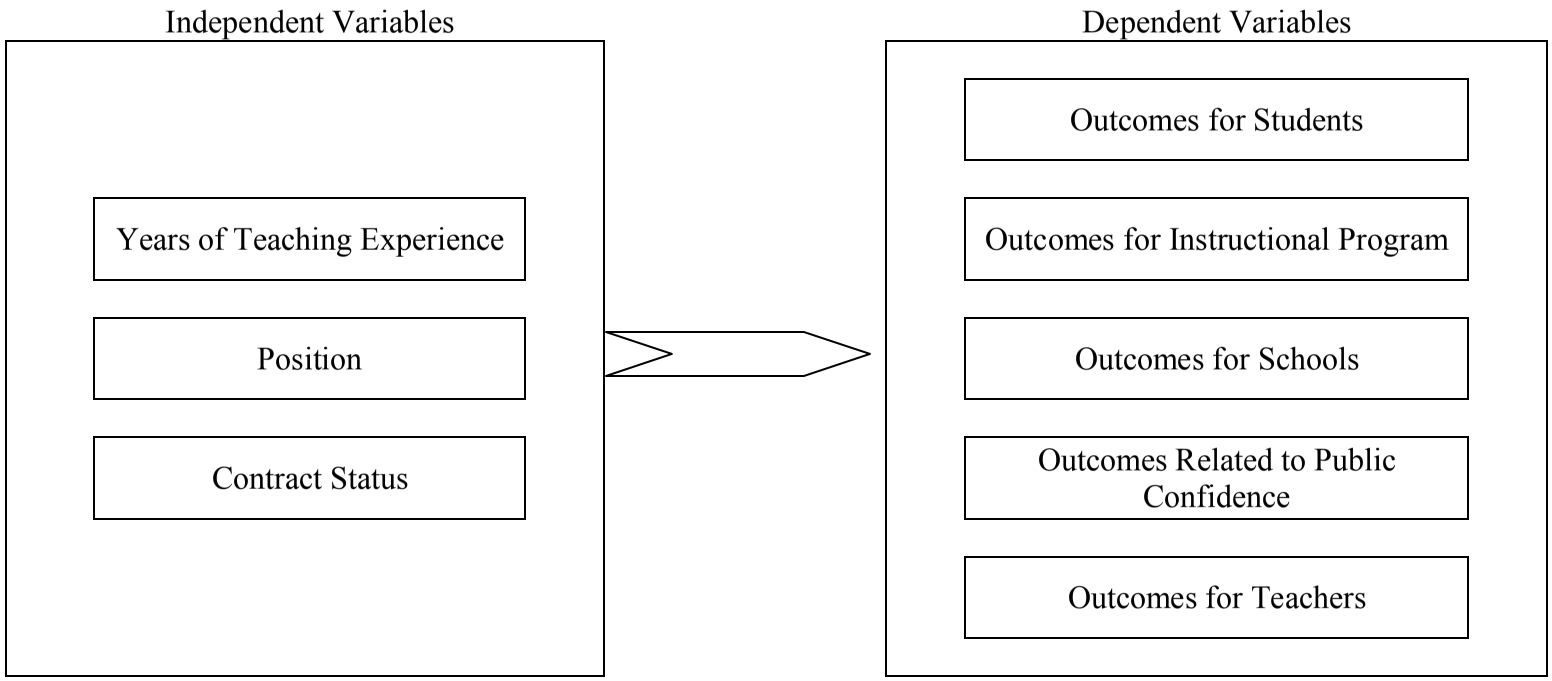

Chart 1

Independent and Dependent Variables Relation (adapted from Margheim, 2001)

Definition of Key Terms

The following terms were used throughout the study to insure clarity and uniformity.

School accountability -- was an individual state's measure of yearly progress toward achieving state academic standards. "Adequate Yearly Progress" was the minimum level of improvement that states, school districts, and schools achieved each year. (www.hcps2.hanover.k12.va.us/instruction/NCLBglossary.html).

High stakes testing -- A system of statewide or national testing where results were used as the basis of which important decisions-such as promotion in grade or graduation-were made that profoundly affected students' lives. (www.highered.mcgrawhill.com/sites/0072486694/student_view0/glossary.html).

Standards -- Criteria set as a model or an example to strive to achieve; (2) curriculum standards were subject-matter benchmarks to measure student academic achievement (www.crede.org/tools/glossary.html).

Standards Based Assessments -- A process through which the criteria for assessment were derived directly from content and/or performance standards. (http://www.ccsso.org/projects/SCASS/projects/early_childhood_education_assessment_consortium/publications_and_products/2889.cfm#Definition).

Criterion referenced test -- Assessment that involved measurements that lead to information regarding whether a given student had mastered specific standards required, not how the student compared to other students. The test consisted of multiple choice, written performance, and/or authentic tasks. (www.k12.wy.us/eqa/aa/programs/wycas/archive/PubsPresent/pubs/TestDesign/glossary.html).

Norm referenced test -- Assessments using a large representative sample of the general population to determine individual and group standing of those who took the test. This assessment compared the student's performance to the national group of students tested to establish norms. (www.k12.wy.us/eqa/aa/programs/wycas/archive/PubsPresent/pubs/TestDesign/glossary.html).

Organization of the Study

Chapter 1 included the introduction, statement of the problem, purpose of the study, significance of the study, limitations of the study, definition of key terms, methods and procedures, and organization of the study.

Chapter 2 contained a review of the related literature pertaining to the effects of school accountability, and the South Carolina's accountability test was discussed at length.

Chapter 3 included the presentation of methods and procedures used to conduct the study.

Chapter 4 contained the methods used to conduct the study and the analysis of the data.

Chapter 5 contained summary, findings, conclusions, implications, guidelines for improving the school accountability system in each state, and recommendations for further study.

Appropriate appendixes and a reference list were attached as a concluding section.

CHAPTER 2

REVIEW OF THE LITERATURE

Introduction

This study was about the perceived effects of No Child Left Behind (NCLB) on student learning, teaching, and curriculum as viewed by school superintendents, elementary and middle school principals, and teachers in South Carolina's public schools. Chapter 3 included a review of the methods used in the study, a description of the procedures for identifying and selecting the participants, the data collection instrument, and the procedures for analyzing the data.

History

Sheldon and Biddle (1998) described schools as complex organizations with many goals whose success was often hard to measure. Assessment of student progress was a vital component of the educational process to measure strengths and weaknesses and subsequently, to identify and implement necessary interventions (Albrecht & Joles, 2003). Because of the need to assess student learning, standardized testing became the predecessor to the panacea to rate student achievement and was a major component of school reform in the United States (Causey-Bush, 2005) which made it mandatory for all states to have an accountability system in place (Peterson & Hess, 2005, 2006).

High-stakes tests significantly determined opportunities and outcomes for test takers (Albrecht & Joles, 2003), but an ethical dilemma developed which forced school leaders to choose between two competing values: the individual child and the school at large (Thornton, Hill, & Usinger, 2006). The use of tests and measurements to monitor and shape mass education

had been in place since the early 20th century (Underwood, 2001). Standardized tests provided insight to diagnose weaknesses in student academic performance as formative assessments (Causey-Bush, 2005). Dittmer (2004) stated that in order to decide whether students were proficient in reading and mathematics, and other subjects, lawmakers used test scores, but Toch (2006) found minority schools' scores showed a lack of certified teachers employed, and small numbers of honors and college preparatory classes offered. However, Schneider (2004) noted policies were in place to raise the awareness of the quality of learning and teaching which provided more help and fewer sanctions, particularly to low-performing students and schools.

Failing to meet Adequate Yearly Progress (AYP) standards or goals for students in math and reading were of particular concern to many teachers, school administrators, and others who were opposed to the idea of linking standardized tests as a measurement of a school's success, to federal support for public education (Odland, 2006). No Child Left Behind (NCLB) defined AYP as a designated percentage of students from each significant subgroup who scored at a set proficiency level in language arts and mathematics on each state's high-stakes test yearly until 100% of the students met proficiency in 2013-2014 (Causey-Bush, 2005). Politicians and stakeholders used standardized tests to hold teachers, principals, and district superintendents accountable (Miller, 2002; Monsaas & Engelhard, 1994).

Compulsory nationwide testing for students and teachers happened (Schneider, 2004). United States school children were the most tested in the world (Miller, 2002; Woods, as cited in Meier et al., 2004, p. 35). Hirsch (1996) noted standardized tests, if used properly, had an irreplaceably positive effect on learning, and motivated students to put forward greater effort which learning required. Cohen stated, "It will take much time, effort, and thoughtful education before any system of standards can speak with the sort of authority that will stand out above the

surrounding noise and command the attention and respect that serious consequences warrant" (as cited in Holbein, 1998, p. 562).

A school accountability system required school inspections organized from Washington, D.C. (Rothstein & Jacobsen, 2006). The federal government required states and school districts to test more and report more, to set more ambitious improvement goals, and to apply sanctions more quickly to schools that did not meet these goals (Goertz & Duffy, 2003). These tests gave teachers feedback into whether a student attained a learning objective and were ready for a new one (Hirsch, 1996). Stakeholders also looked at the quality of school facilities, the quality of instruction, and observed teamwork as well as classroom discussions to determine if these schools were likely to develop the kind of critical thinking that was necessary in today's society (2006). This type of inspection required less immediate assessable measures that nonetheless were reflections on school adequacy (2006). According to Horn (2003), stakeholders held students to "rigorous and measurable" standards in order for the country's success in the information age, yet Medina and Riconscente (2006) found when a student's performance on these assessments was compared to that of other tests targeting the same content, the increases failed to emerged.

Educators used these tests to sort and label our kids and our schools (Wood, as cited in Meier et al., 2004, p. 44). Astin found that standardized achievement tests did not judge the instructional quality of a district, school, or teacher (as cited in Wiggins, 1993, p. 37), but teachers used them to identify a student's strengths and weaknesses (Popham, 2000). Wiggins (1993) stated single test scores provided no useful advantage because no one used the results in a timely, appropriate fashion. Heubert and Hauser found that tests carried high stakes for students when they assigned students to schools, programs, or classes based on their achievement level,

made promotion decisions, and/or determined whether a student received a high school diploma (as cited in Goertz & Duffy, 2003, p. 6). National Council of Teachers of English (NCTE) opposed the use of standardized, single-format testing as the sole or predominant determinant in decisions about students—their placement, progress, or program (Miller, 2002), yet these tests were used as the sole indicator for placement in particular programs (Sternberg, 2006; Woods, as cited in Meier et al., 2004, p. 44).

Standards-based reform strategies that used test scores as the basis for promoting students from grade to grade, determining program placements, and making graduation decisions, received a great deal of publicity in the mid-to-late-1990s (Darling-Hammond, 2004). Research by Darling-Hammond in 2002 found that high-stakes test scores were too limited and too unstable a measure to be used as the sole source of information for any major decision about student placement or promotion (Albrecht & Joles, 2003). Tests were open to abuse and misinterpretation (Schneider, 2004), yet Popham (as cited in Moore et al., 2005, p. 68) affirmed that school leaders misused and overused standardized tests to measure educational quality. Darling-Hammond found the use of tests as exclusive determinants of high school graduation inflicted heavy personal and societal costs without noticeable social benefits (as cited in Smyth, 2008, p. 136). According to Mitchell (1997), educators faced tensions in trying to improve classroom practice and student learning in the absence of useful progress data.

Legislation

Elementary and secondary education act. The Elementary and Secondary Education Act of 1965 (ESEA) invested funds in school districts to improve instruction (Klein, Zevenbergen, & Brown, 2006). The 1964 amendments to the ESEA required states to establish content standards and tests which gave careful attention to what was needed to produce meaningful tests and was

amended again in 1994 and 2001 (Kirby, McCaffrey, Lockwood, McCombs, Naftel, & Barney, 2002). Later, *A Nation at Risk*, a 1983 federal report, castigated the quality of schools in the United States and called for broad reform which was defined as those measures that stimulated more effective education for all students (Louis, 1998; Howard, 2005). Howard found that it held schools responsible for the economics difficulties, singling out unqualified teachers, and implementing social promotion. Hazi and Arredondo-Rucinski (2006) noted that policy activity tended to ebb and flow with national initiatives such as *A Nation at Risk* and No Child Left Behind. Politicians attempted to raise the bar toward tougher standards since the publication of *A Nation at Risk* with the subsequent development of Goals 2000, and the advent of No Child Left Behind in 2001 (National Commission on Excellence in Education, as cited in Smyth, 2008, p. 133). Mandatory testing in one form or another became even more widespread in the United States after the publication of *A Nation at Risk* (Klein, Zevenbergen, & Brown, 2006).

Goals 2000. During his tenure, President William Clinton established Goals 2000 which encouraged states and districts to set high performance standards; the act was founded as a collaborative process between the federal government and the nation's governors who were instrumental in developing the education agenda (Klein, Zevenbergen, & Brown, 2006; Wong & Sunderman, 2007). Unlike NCLB, Goals 2000 made the adoption of standards voluntary and left it to states to develop, implement, and assess the national goals (Klein, Zevenbergen, & Brown, 2006; Wong & Sunderman, 2007).

No child left behind. The No Child Left Behind (NCLB) Act of 2001, the successor to the Improving America's Schools Act of 1994 (IASA), set unprecedented forceful provisions on using state-mandated assessments to hold schools accountable for their students' attainment of prescribed performance standards and to identify schools in need of improvement (Wang,

Beckett, & Brown, 2006). NCLB blended standards-based accountability with educational choice and bureaucratic mandates which did not work well together (Lashway, 2003). NCLB focused the attention of the public on accountability for performance in public education; however, there was a lack of guidance on how to proceed in the new world of accountability (2006). Sternberg (2006) posited the theory of action underlying NCLB was that increased testing linked to accountability helped close the gaps between minority and majority subgroups and inequalities in achievement. However, Smythe (2008) noted this legislation adversely affected students from low socioeconomic status backgrounds, minorities, students with special needs, and second language learners.

Schools directly manipulated indicators, thereby invalidating them as measures of the overall performance of schools (Ogawa, 2000). Nichols and Berliner (2008) found that some schools resorted to dropping students who were low performing. By eliminating groups of students who were likely to perform poorly, educators systematically corrupted standardized achievement test scores (2000). This inevitably changed the relationship between teacher and student from caring to instrumental (Berliner, 2008). According to Wellman (2001), the process for developing accountability measures followed a common pattern from state to state: governor or legislature mandated the coordination of an accountability or performance reporting system, and statewide governing and coordinating boards were responsible for developing the measures by working with the state's colleges and universities. McDaniel (1999) noted that local school districts designed performance-based accountability systems that build on school and district strategic plans where "low-performing" schools were required to develop a plan for improvement.

Accountability tests prompted faculty to address specific content, attended to given skills, and applied particular instructional strategies (Mitchell, 1997). Educating all students to high levels while serving their needs required rethinking what testing for accountability meant and looked like (Sternberg, 2006). Mitchell acknowledged that by re-inserting basic skills into the curriculum, traditional tests reinforced disciplinary divisions, yet it took time away from important work on innovative instruction and meaningful learning because of the preparation involved.

Problems

Toch (2006, p. 6) stated, "Statewide testing, as envisioned under NCLB as a key part of the solution as to what ails public schools, is fast becoming part of the problem in public education." High quality assessment systems incorporated the use of common formative tests which were short tests given every four to six weeks and provided immediate feedback to teachers and students (Sternberg, 2006). Sternberg posited that the right mixture of formative testing in combination with summative testing and supplementary programming guaranteed the academic success of all students. Norm-referenced tests were designed to place students on a continuum in order to compare them with other students of similar age and grade placement. Expecting students to perform at or above the 50th percentile was not a realistic goal (Reed et al., 2000).

Funding. To improve education and raise standards, something everyone from taxpayers to educators appear to want to do, investment in education seemed to increase slowly (Schneider, 2004), yet NCLB created the largest ever federal increase in educational funding (Greene, 2005). Kohn and Henkin (2002) argued that educators cannot close the achievement gap until the legislatures close the gap in investment between poor and rich schools. Yet Hanushek concluded

that different public school funding was not linked to educational results (as cited in Biddle & Berliner, 2000). The use of tests and measurements to regularly monitor and shape mass education had been in the United States since the early 20th century, while the funding patterns have changed since the 1970s (Underwood, 2001). Louis (1998) found that state accountability for both "inputs" and performance received strong support from court judgments that fund inequities between local districts inconsistent with states' constitutional responsibility for a thorough and efficient educational system for the whole population. NCLB forbade unfounded federal mandates which meant the federal government could not force states to spend any money or incur any costs that were not paid for by the federal government in order to comply (Blumenthal, 2006). According to Wang, Beckett, and Brown (2006), these movements promoted the idea that those involved in teaching and learning answer for the outcomes to the legislative bodies that allocated tax revenues to education and to the government agencies that provided funding. Schneider (2004) found federal and state governments provided resources to ensure that all children have properly trained teachers who received the additional support and time they needed to reach their own goals and ambitions.

Toch (2006) recommended that federal policy action consisted of funding psychometrists and other testing experts over the next five years, increased the annual NCLB funding for testing from its current level, and funded new research and development on testing. He also suggested the appointment of a bipartisan commission on standardized testing to study test related issues, and established a national testing oversight agency to independently audit the quality of test items and the performance of state testing contracts. Lashway (2004) discovered that insufficient resources such as those found in high-poverty, high-minority schools received less state and local money than other schools. Toch suggested providing fiscal incentives to regional consortia of

states that collaborated in creating and using higher-quality tests, and lower cost in order to develop a single national testing system.

Reform. The information value of authentic assessment data and the credibility of positive scores were integral in reforming schools (Mitchell, 1997). Hess noted that reform itself was the status quo of the educational systems but it had disappointing results (as cited in Williams, 2005, p. 10). The goal of reform was to change schools in order to prepare young people for a century of high technology, an abundance of information, and complex global interconnections (Hawkins 2001).

Schools changed, but they did not change much, and they did so very slowly (Hawkins, 2001), because educational reform efficiency meant extracting more from less, whereas in education, educators derived more, from a necessary minimum (Schneider, 2004). Underwood's (2001) ideas on reform changed where new prescriptions become old and old ones were re-circulated. By achieving many of the elements of school reform – project based and interactive learning, performance-based assessment systems, continuous professional development, and service to and support from parents and the community (2001), state and district accountability systems misaligned with teaching and learning as conceived by innovative programs (Mitchell, 1997). Teachers stepped out of the reform program to prepare students for accountability testing (1997). Holbein (1998) found that collaboration among teachers appeared to be a key to bringing about reform, but workshops and other staff development activities alone did not affect change. Mitchell (1997) declared that teachers reviewed skills or content likely to be on the tests with students, practiced test-taking skills, and worked with practice tests, worksheets, and other test preparation materials to help prepare high-stakes tests; however, Friedman's (2005) research showed that reinforcement did not increase academic achievement.

Comprehensive standards-based reform linked subject-specific content standards with benchmarks for performance (Mitchell, 1997). The reforms stressed standards while accountability and sanctions did (or did not) succeed in raising test scores, yet they were likely to sabotage a key goal of education. In order to create a flexible population of life-long learners who adjusted to the changing needs of society and the workplace, standards-based reform improved student achievement through accountability structures at the federal and state levels (Sheldon & Biddle, 1998).

Mitchell (1997) found teachers expanded their knowledge of the discipline and repertoire of classroom practices and activities. Mitchell also discovered reformers worked with faculty to help develop methods for failing to gauge the impact of their work on students and schools by using theories of learning and instruction, curriculum development, and assessment. The assumption of K-12 reform was that all students achieved at high levels (Mitchell, 1997; Wellman, 2001). Mitchell (1997) and Wellman (2001) confirmed that the academic standards for student learning were enforced and measured through on-site student-learning assessments. Individual schools achieved those results by whatever worked most effectively at the local level (Wellman, 2001). Mitchell found educators faced tension when they tried to improve classroom practice and student learning in the absence of useful progress data. Reform fully formed in the public's consciousness, as one reform movement appeared to take its place, often pushed along by powerful political winds (Underwood, 2001).

No Child Left Behind (NCLB)

Background

New federal legislation, the NCLB Act of 2001, put additional pressure on states to use test scores for purposes of accountability (Clotfelter, Ladd, Vigdor, & Diaz, 2004). By the late

1990s, nearly all states implemented a student assessment system with higher stakes for schools and school districts than ever before (Moore et al., 2005). NCLB was initiated in response to reports that American students were falling behind their international peers in education (Johnson & Hanegan, 2006). Public law 107-110 or NCLB Accountability of 2002 required teachers to test third through eighth grade students each year and one time in high school (Lemke et al., 2006). Under NCLB, schools showed incremental and linear progress toward academic proficiency (2005). States developed separate progress goals for subgroups of students, which included economically disadvantaged students, students from ethnic and racial groups, students with disabilities, and Limited English Proficiency (LEP) students, as well as all public school students (Goertz & Duffy, 2003). Wehmeyers et al. (2004) stated that NCLB's intent was that all children met the same high-quality content standards regardless of disability, and if any of the subgroups fell short of the goal, the school was placed on probation (Dillon, 2008).

All states adopted their own curriculum and teaching standards where the rigor of test varied (Dillon, 2008). NCLB established accountability tests as a way to certify all students met minimum standards for promotion by 2014 (Friedman, 2005; Parkes & Stevens, 2003; Goertz & Duffy, 2003), but states all over the nation used the results of these tests to determine student promotion and placement, teacher incentives (bonuses), school accreditation, district funding and graduation opportunity (Smyth, 2008). It did not say specifically how much students should know at the end of fourth grade or any other grade (Peterson & Hess, 2005). In order to have more students proficient, states changed the passing score (Berliner, 2005). According to Tabor (2005), most students performed below proficiency in both reading and mathematics, and few acquired the skills necessary to compete in the knowledge-based economy. The implementation of NCLB meant that a state-determined standardized test was given at least once at the middle

school level (Odland, 2006). Gandal and Vranek (2001) found some districts created their own standards in core subjects by pursuing the overall goal of raising achievement for all students by implementing standards-based curriculum and rigorous assessment.

According to Odland (2006), in an effort to raise the achievement levels of elementary and secondary students and to ensure that all children had equal access to a quality education, four fundamental principles were the basis for the NCLB Act. These principles Odland found increased accountability for school districts by meeting standards in math and reading, and offered school choice for students and parents who wished to transfer out of "failing" schools. It also provided greater flexibility for states to decide how to use federal education funds, which rewarded achievement, and gave federal funds to promote reading programs for Kindergarten through third grade students. According to Parkes and Stevens (2003), NCLB required all states to have content and performance standards, annual testing of reading and math for grades three through eight, and a system of sanctions and rewards for schools and local education agencies, among many other requirements. Kane and Staiger (2002) stated that NCLB required all states to intervene in schools that failed to achieve specific performance targets. This included an intervention within three years as well as all students in each state scoring proficient in reading and mathematics by the 2013-2014 school year (Parkes & Stevens, 2003). Moreover, schools demonstrated subject improvement each year and showed progress separately for economically disadvantaged students, racial and ethnic groups, students with disabilities, and English language learners (Lemke et al., 2006).

Olson stated the rigor of standards varied considerably from state to state (as cited in Lashway, 2001, p. 26), while the type and strength of incentives determined how states measured student performance and adequate progress (Goertz & Duffy, 2003). Causey-Bush (2005) argued

that curricular content coverage, which included scope and sequence and the selected test instruments used to measure student content knowledge, was consistent nationally so that making AYP in one state inherently meant the same as making AYP in another state. According to Wong and Sunderman (2007), this process included a nationwide effort to build local support for the goals by appealing to states and local communities to the national agenda. Under NCLB, the law required states to establish challenging standards, implement assessments that measure student's performance against those standards, and hold schools and school systems accountable for the achievement of all students within the public education system (Kohl, McLaughlin, & Nagle, 2006). Darling-Hammond (2004) found that all states began the process of creating standards for student learning, new curriculum frameworks to guide instruction, and new assessments to test student's knowledge. Hanushek and Raymond (2005) argued that states differ not only in accountability policies, but in population characteristics as well. The consortium for Policy Research in Education found that well-developed state and local standards along with performance-based accountability systems provided a clear focus to districts, schools, and teachers regarding the attainment of student outcomes (Goertz & Duffy, 2001; Massell, as cited in Goertz & Duffy, 2003, p. 8). Warner (May 5, 2004) stated that higher standards were not enough to raise student achievement, but educators who set high standards needed to make sure students had the tools they needed to succeed.

The development of NCLB happened with very little formal support or input from state and local officials (Wong & Sunderman, 2007). The federal law instructed states to determine what the proficiency level score was (Odland, 2006; Peterson & Hess, 2006), required students to be taught by qualified teachers using proven practices (Selwyn, 2007), and required all groups of students to meet established standards (Thornton, Hill, & Usinger, 2006). The goal was to

design accountability rules for targeting fewer resources to diverse schools (Kane & Staiger, 2002).

Malen (2003) found state initiatives were more directive in tone, more comprehensive in scope, and used more punitive tactics. Then states became enamored with incentives, rewards, and sanctions (2005). Many states developed their own tests (Kane & Staiger, 2002). Nearly every state and Washington, DC, administered some type of English and math test for at least one grade level in elementary, middle, or high school, yet states differed in their requirements to determine which students took the test. The NCLB Act required that 95% of the students in each subgroup participated in state testing (Torres, 2007) and that schools achieved minimum standards for each racial and ethnic subgroup within the school as well as the entire school (Kane & Staiger, 2002). In a study by Deere and Strayer, they found students who failed the test one year were more likely exempted from the test the next year (as cited in Greene, 2005). They also found that minority students were more likely to be exempted in order to reduce the number of minority students tested to a level so low that scores would not be accepted separately. According to Kane and Staiger, these rules gave school personnel considerable opportunity to manipulate which students took the test and thus affected average performance, yet the new NCLB Act imposed limits on the proportion of students that were exempted from testing. Wong and Sunderman (2007) stated that schools demonstrated continuous growth in student achievement in reading and math across a number of student subgroups and for a specified proportion of test-takers.

Expectations

Standards, criteria, and performance targets seemed out of reach but were, in fact, reachable (Wiggins, 1993). Ravitch stated that outcomes tended to focus upon less measurable

effective dimensions of learning while standards targeted clear and measurable criteria for evaluation (as cited in Holbein, 1998, p. 560). Standards set expectations whereas criteria used guidelines that enabled one to search more efficiently for the qualities that mattered in any individual work (1998). Popham (2005) found that districts and schools did not allow the state to step in when a public school failed to get its students to make AYP, as measured by improvements on approved achievement tests. However, the characteristics of effective schools involved clear school goals, rigorous academic standards, order and discipline, homework, strong leadership by the principal, teacher participation in decision-making, parental support, and cooperation, and high expectations for student performance (Farstrup, 2006).

Requirements

NCLB required states to administer annual reading and mathematics assessments to students in grades three through eight (Johnson & Hanegan, 2006). According to Huynh and Schneider (2005), states were required to determine if students within schools achieved AYP, while each subgroup population with a school reached a state-specified target in regard to the percentage of students at or above the state-defined proficient level. Schools perceived to be performing satisfactorily resulted in huge numbers of low-scoring students deemed a success (2005).

Consequences. Consequences were in the form of punishing schools that set high standards and rigorous tests (Dillon, 2008). According to the NCLB Act, each state abided by the school improvement plan. Chart 2 showed how schools were to implement improvement plans for failing to meet AYP.

Chart 2
Implementation of Improvement Plans (adapted from Margheim, 2001)

Year One	Year Two	Year Three	Year Four	Year Five
Public School Choice	Supplemental Educational Services	Corrective Actions	Planning for Restructuring	Implementing Restructuring Plans
Fails to make AYP 2 consecutive years	Fails to make AYP 3 consecutive years	Fails to make AYP 4 consecutive years	Fails to make AYP 5 consecutive years	
*Offer students opportunity to attend an AYP performing school	*Offers students opportunity to attend an AYP performing school *Offer low-income students opportunity to receive services from a supplemental educational service provider	*One or more of the following corrective actions must be taken: *Replace the school staff that are relevant to AYP *Institute and fully implement a research-based curriculum *Decrease management authority at the school *Appoint an outside expert to advise the school of it's progress toward AYP, based on the school plan *Extend the school year or school day *Restructure the internal organizational structure of the school	*One or more of the following corrective actions must be taken: *Must implement the restructuring plan at the beginning of school year *Offer students opportunity to attend an AYP performing school *Offer low-income students opportunity to receive services from a supplemental educational service provider	

Accountability

According to Owens and Peltier (2002), accountability set goals, increased understanding, and became a foundation for discussion. Toch (2006) stated the increase in tests created a demand for doing more testing than required which created an additional level of pressure on teachers. Wellman (2001) discovered that accountability systems used report cards, which were state-level indicators of institutional performance, designed to reach public audiences and allowed comparisons among institutions. Statewide accountability systems focused on the performance of institutions within each state and designed to improve quality through reforms in teaching and learning (2001).

Research conducted by Owens and Peltier (2002) found parent communication through accountability reporting legislatively mandated in 43 states. According to Underwood (2001), educators needed accountability systems that do the least possible damage and the greatest possible good. An effective accountability system used the strengths of a reasonable amount of the standardized, summative testing required by NCLB (Sternberg, 2006). Sternberg also found the purpose of these tests was to show how groups of students perform and how effective programs of instruction were, and identify where the flaws and issues in these programs were.

A robust accountability system used both annual summative tests in alternate grades and formative tests throughout the grades, while included open-ended response items that needed critical thinking and articulated responses in an effort to demonstrate a deep understanding that was more representative of what the student encountered beyond the classroom (Sternberg, 2006). Albrecht and Jones (2003) found that schools encouraged all students to improve educational services by using assessment procedures with key indicators of success and policy and curricular revisions. The use of customized assessment applications helped analyze and track

information so district personnel pinpointed where a student was struggling and prevented unnecessary, inappropriate referrals to special education (Apple, 2007).

According to Albrecht and Joles (2003), the assessment of student progress played a vital component in the educational process to measure student strengths and weaknesses and to identify and implement necessary interventions. Accountability was inconsistent with reform and diverted resources from reform efforts, yet accountability tests prompted faculty members to address specific content, attended to given skills, and applied particular instructional strategies; however, the need for re-inserting basic skills into the curriculum was desirable (Mitchell, 1997).

The goals of NCLB raised standards for all children, met the needs of disadvantaged children, ensured there was a well-qualified teacher in every classroom to provide extra support for low-performing students, and used fair and accurate accountability measures in our public schools (Goertz & Duffy, 2003). The original promise of NCLB was every child had access to a quality education, every child learned, and no child was left behind (Odland, 2006). The four main prongs of NCLB included stronger accountability, more flexibility for states and communities, concentrated resources, and more options for parents (Friedman, 2005; Johnson & Hanegan, 2006; Lashway, 2001; Odland, 2006). Goertz and Duffy (2003) found assessments measured student performance, while accountability systems focused on student outcomes.

High Stakes Testing

High stakes testing, or accountability testing, emerged over the last decade as the most popular education reform movement (Greene, 2005). High-stakes testing assisted in making decisions about educational placement, selection and evaluation (Monsaas & Engelhard, 1994). Sternberg's (2006) research showed educators needed testing to help improve student achievement. Efforts at the state level were primarily defined through high-stakes testing

programs (Sheldon & Biddle, 1998). However, Kohn and Henkin (2002) argued that standardized tests tended to measure the temporary acquisition of facts and skills more than genuine understanding, and Nichols and Berliner (2008) stated that high stakes testing sent a message that the primary purpose of learning was to score high on the test. Schneider (2004) argued policymakers and governments promoted high-stakes testing as a way to raise standards among poor and disadvantaged students, yet it adversely affected the quality of education for these students in making test-taking a skill.

According to Greene (2005), educators believed that if they changed the curricula and teaching methods, this increased effectiveness in the classroom and influenced more learning rather than less. Amrein and Berliner (2003) discovered the data did not support the idea that high stakes testing policies increased student learning. Kohn and Henkin (2002) found the use of high-stakes tests only underscored the preoccupation with these tests and as a result, accelerated a reliance on direct instructional techniques and endless practice tests. High stakes tests were not useful as tools to shape instruction for individual students (2002), but Sternberg (2006) posited these tests served only as signals to further diagnose a student's skills if there appeared to be a large discrepancy between what the teacher already knew about the student's skills and the results of the test. High-stakes test referred to tests with severe consequences for students and were used to rank schools and districts in the media (Monsaas & Engelhard, 1994). Consequently, McDaniel (1999) found the consequences for lack of improvement in test scores were to declare a state of emergency by the Board of Education.

Standards

Holbein (1998) found two types of standards: content and performance. Content standards focused upon what students knew and were able to do whereas performance standards

determined how well was good enough (1998). States followed content standards with the development of assessments aligned to state, whereas state aligned assessments made it possible to establish performance standards setting benchmarks for student learning (Blum, 2000). Borba (2000) suggested the development of benchmarks to guide teachers and help students work toward mastering content standards. Holbein stressed that performance standards not be confused with standards of performance. Educators ensured that students achieve those standards, but the need to develop consistency in the language was of paramount importance (1998).

Every state developed standards for what students learned in school (Blum, 2005). According to Peterson and Hess (2006), having high standards was not enough. States made sure that a high percentage of students reached the standards (2006), yet Howard (2005) found there was a mystified notion that if all students held to the same standard then they shared equal opportunity to get ahead in life. States selected its own testing system and its own passing scores, so there was no direct way to compare the proficiency levels established by one state against the others (Lemke et al., 2006; Peterson & Hess, 2006).

Research conducted by Peterson and Hess (2006) discovered that five states let standards slide with the biggest decline in Arizona, Maryland, Ohio, North Dakota, and Idaho. Parents in these states read that students were making great strides on state proficiency tests but the report advised them to consider the message with a healthy dose of skepticism (2006). The research also revealed that states with already low standards had done nothing to raise them (2006). Mississippi, Georgia, and North Carolina had equally embarrassing results while South Carolina's high standards were on target with NAEP results (2006). In an earlier research study, Peterson and Hess (2005) found this type of accountability was needed to help citizens of every state know whether their state is maintaining high expectations for its students or not.

High, clear, well-articulated, and aligned standards throughout educational levels encouraged multiple paths for student achievement (Leskes, 2003). National Council of Teachers of Mathematics (NCTM) prepared standards establishing uniform expectations for student performance in the areas of math, science, history, civics, language arts, geography, the arts, and the foreign languages (Holbein, 1998). According to Leskes, the benchmarks of achievement – knowledge, intellectual skills, perspectives, practical skills, and affective behaviors – derived and calibrated the desired characteristics of a college graduate. Alignment meant that in order to improve student achievement and learning, school districts needed to have clear standards of attainment with which their curriculum and accountability measures aligned with state-developed policies (Prestine, 2005).

According to Bruning (2006), teaching to the test was about the alignment of teaching and assessment, but the American School Board Journal (2007) found reasons for the results consisted of increased learning, teaching to the test, more lenient tests, scoring or data analyses, and changes in the population tested. Wellman (2001) found the process for developing accountability measures followed a common pattern from state to state: governor or legislature mandated the coordination of an accountability or performance reporting system, and statewide governing and coordinating boards were responsible for developing the measures by working with the state's colleges and universities. According to Goertz and Duffy (2003), an assessment aligned with each state's standards and allowed student achievement to be comparable from year to year. They also found the results of the tests were the primary measure of student progress toward the achievement of state standards.

Apple (2007) stated by ignoring the intense debates over the knowledge taught in schools and universities, policymakers established a false consensus on what was supposedly common in

the United States. It took the position that "only what is measurable is important," and some of the most creative and critical practices have been developed through concerted efforts (Apple, 2007, p. 111). Popham (2000) found that test makers market exams on a one-size fits all curriculum but that does not match what is actually tested. Smith (1999) found there was no empirical data to suggest what might be reasonable to expect in terms of improvement.

Achievement Gap

The Center on Education Policy (CEP) found that student achievement in reading and math increased and test score gaps between white, African-American, and Hispanic students narrowed in many states since the signing of NCLB in 2002 (American School Board Journal, 2007). Policymakers designed NCLB to eliminate the achievement gap between white and Asians, and Black and Latino (Hess, 2006). The NCLB Act hurt efforts to improve the quality of public education and to close achievement gaps between students (disadvantaged) (2006). In a study, Sternberg (2006) found that the wealthier students did better than poorer students did; non-minority students did better than minority students; students without disabilities did better than students with disabilities, yet Odland (2006) discovered there were significant performance gaps among urban, suburban, and rural students. Despite a slight closing of the Black-White scores, disadvantaged children fell further behind than advantaged peers did in actual educational achievement (Hirsch, 1996).

Warner (2004) defined the achievement gap as the inevitable result of poverty, poor family structure, and social problems, which narrowed the combination of best practices and great teachers. Berliner stated that the achievement gap in the public schools across the nation was the result of a lack of accountability in the school systems and hiring unqualified teachers in the classroom (as cited in Prince, Triplett, & Lindsey, 2006, p. 225). NCLB forced states and

schools to focus more attention on disadvantaged students (Wiener & Hall, 2004), yet policymakers were quick to condemn the strategies of reformers who preceded us because they had obviously not achieved the desired results (Reville, 2006).

Proficiency Levels

Standards-based education and educational accountability set the tone for the first decade of the 20th century with NCLB and AYP (Causey-Bush, 2005). The three commonly used measures of academic achievement were National Assessment of Educational Program (NAEP), ACT, and any other school completion status (Prince, Triplett, & Lindsey, 2006). The scores on the statewide tests for the achievement levels were set at below basic, basic, proficient, and advanced (2006). Basic and Below Basic meant that students were unable to apply the understanding to complex, real-life situations (2006). Kane and Staiger (2002) found that although states differed in how they used test scores to gauge school performance, all states employed some combination of three measures. The most commonly used measure was the average test score levels among students in a given grade (2002). The second measure relied in part on changes in average test scores in a given school between one year and the next, whereas the third approach used the average gain in test performance between the end of one grade and the end of the next grade (2002).

Research conducted by Peterson and Hess (2005) found that states may be tempted to lower expectations to even lower levels so that fewer schools were identified as failing. Some states set demanding proficiency levels for their students, while others used lower standards to inflate reported performance (Horn, 2003). For example, South Carolina, Massachusetts, and Wyoming established proficiency levels that were similar to each other; however, cut scores for proficient in most states were equal to basic or below basic in South Carolina (SCDOE, 2007).

Peterson and Hess (2005) commented that it was unfair when some states achieved handsome proficient results by setting low standards while others states suffered poor proficiency ratings because they had high standards. Yet Horn (2003) and Peterson and Hess found that the states with the highest expectations and standards were tempted to lower their threshold for determining proficiency and often stood accused of having the most schools in need of improvement because of this. In a later study, Peterson and Hess (2006) discovered the proficiency results graded the students against low standards, while other states suffered poor proficiency ratings only because they held high standards. The level each state set made it where almost every school district failed to reach 100 percent proficiency by the deadline (Odland, 2006).

According to Peterson and Hess (2005), lowering expectations to even lower levels meant fewer schools were identified as failing, even when no gains were made. The alignment of standards did not necessarily raise expectations and accomplishments; it easily adjusted them downward (Leskes, 2003). Schneider (2004) stated teachers understood what the goals were and how to reach them. They offered opportunities for professional development that focused on knowledge formation, effective and innovative instruction, and acquired the assessment tools necessary for helping young people make progress toward meeting higher standards (2004).

Consequences

School choice. The new ESEA strengthened deregulation by mandating parental choice for schools that fail to meet AYP (Lashway, 2002). Robinson (2007) wrote that standardized test scores were unlikely to improve unless parents choose where to send their children. Parents have increased choices, while school districts covered any additional costs generated by such transfers (Johnson & Hanegan, 2006). It asserted that parents and students made decisions on the school to

attend based on the result of the annual accountability report (Dittmer, 2004). Greene (2005) found that vouchers provided a choice model of accountability because dissatisfied parents were able to withdraw a child from school and seek better services elsewhere. Johnson and Hanegan claimed this helped the district assess the progress made toward meeting its student achievement goals while teachers focused on those soft spots in the curriculum and differentiated instruction. This was not useful in determining a student's overall academic capacity in terms of student learning, critical thinking, and higher-order reasoning skills (Causey-Bush, 2005).

The assessment of statewide goals included using accountability reports to document institutional progress towards a few strategic state goals (Wellman, 2001). Schools provided supplemental services to students and demonstrated that they were making changes in how the school operates in order to meet the standards (Johnson & Hanegan, 2006), but Hess argued, "In the absence of broader organization and institutional changes, choice-driven competition is unlikely to deliver the results that its proponents desire" (as cited in Williams, 2005, p. 74).

Restructuring. Consequences for accountability testing were enormous (Friedman, 2005). The State Department of Education took over one district in South Carolina because the district could not pay staff; discipline was out of control; leadership was fractured; and they had shown no academic progress (SCDOE, 2007). According to the website, the state should have sent in assistance to help the district increase academic achievement before the state took over (2007). The exception to the rule was to close and reopen schools (Hess, 2006; SCDOE, 2007). The state closed the lowest-performing schools and then reopened them as charter, contract schools, or performance schools, which the district ran (2007). Mitchell (1997) found that standardized accountability tests acted as a barrier to school restructuring.

Effects

High-Stakes Effects

According to Blackwell (2004), there were hidden costs of the new accountability for teachers and students. Social promotion, dropouts/retentions, pressure, cheating, narrow curriculum, time constraints, score inflation, and no joy were all effects that school district personnel faced in the educational system (2004).

Social promotion. The most prevalent and disturbing effect was the practice of social promotion which meant a student has not met the educational standards; it misrepresented achievement and gave the student a sense of inferiority causing him/her to fall farther and farther behind which led to dropping out (Friedman, 2005). A study performed by Coleman and colleagues in 1996 found that the highest grade that one had nominally completed was no longer an adequate indication of academic achievement (Hirsch, 1996). By ending social promotion and demanding accountability from educators, former Texas Governor George W. Bush improved test scores among public school students (Smith, 1999). However, in Chicago and Louisiana, non-promotion policies were in place if students failed the high stakes test in grades 3, 6, and 8 (Amrein & Berliner, 2003). Those retained were at greater risk for dropping out (2003).

Dropouts/retentions. Wood discovered some effects of high-stakes testing were that school pushouts, dropouts, and retentions were on the rise (cited in Meier et al., 2004). Amrein and Berliner (2003) found an increase in retentions in grades that were pivotal testing years. States, by law, retained students who did not pass state testing in elementary or they retained them in middle school (2004). Researchers found that high-stakes tests that reward or sanction schools based on average student scores created incentives for pushing low-scorers into special education, holding them back in the grades, and encouraging them to drop out so that schools'

average scores looked better (Darling-Hammond, 2004). Darling-Hammond found some children were asked to leave school because they were truant or low-performing, while Kohn and Henkin (2002) revealed more students were forced out of the schools as a result of the policies of tough standards, raising the bar, and accountability. Goldschmidt and Wang found that students who repeated a grade were more likely to dropout and high stakes testing had an impact on the drop out rate as well (as cited in Amrein and Berliner, 2003).

Pressure. An unintended effect of high-stakes testing was the pervasive emotional pressure which used the incentives to get students involved in and excited about their learning that was displaced by the teacher and the student's fear of low tests scores, resulting in repetitive use of parallel tasks out of context (Miller, 2007). Teachers felt strong pressure to improve their students' scores and were reluctant to reform, which was another excuse to hold onto the old ways (Mitchell, 1997; Monsaas & Engelhard, 1994). Teachers felt tests caused anxiety and tension in students, decreased motivation, and reduced creativity (Mulvenon, Stegman, & Ritter, 2005). Monsaas and Engelhard found teachers' practices were better predictors of actual testing practices than the pressure they felt to increase test scores, yet they engaged in testing practices which was viewed as cheating if they felt pressure from the environment to engage in them.

Students experienced unrelenting pressure from their desire to please their parents and teachers and to prove to themselves that they were able to pass the test, which resulted in exhaustion, anxiety, and frustration (Albrecht & Joles, 2003). In suburban schools, parents found the quality of their child's instruction was undermined because of the pressure to raise test scores (Kohn & Henkin, 2002). Kohn and Henkin stated that pressures of high-stakes testing led to a systemic use of low-level, drill-and-seek teaching, often in the context of packaged programs purchased by school districts. Friedman (2005) found educators faced severe penalties if too

many of the students did not pass the test. Teachers feared losing jobs and were coerced to teach to the test (Friedman, 2005; Mitchell, 1997).

Cheating. Cheating was a result of the pressure to improve scores (Amrein & Berliner, 2003; Monsaas & Engelhard, 1994). Nicholas and Berliner (2008) found an association with high stakes testing and data manipulation as cheating. Outright cheating made the scores go up (Berliner, 2008). When there was an increase in scores, stakeholders need to be wary (2008). Monsaas and Engelhard stated how it was inappropriate in any practice to increase test scores without a concomitant increase in skills in the larger domain measured. Cheating involved returning the test books so answers could be revised, giving pupils two days instead of one to write the essay, and emailing test questions to other teachers (Jacob & Levitt, 2003). Using old tests for practice, integrating test vocabulary into daily lessons, relaxing timed requirements of test administration, advising weak students to remain at home on test day, and encouraging test proctors to offer helpful hints to students during testing were viewed as other forms of cheating (Albrecht & Joles, 2003; Cizek, 2001; Jacob & Levitt, 2003). Popham (2000) found that teachers cheated because they needed increased test scores and they got them anyway they could. Cizek (2001) said that proctors failed to monitor students properly during an exam or the students cheated by omission. For example, a teacher told a student to stay home on test day (2001). Monsaas and Englehard (1994) believed the test-curriculum alignment is also cheating. Hirsch (1996) discovered many teachers taught to a particular test to help students perform better.

Narrows curriculum. According to Haertel, high stakes testing had the potential to narrow the curriculum and bend instruction toward knowledge and skills in the particular form of the assessment (as cited in Clark & Clark, 2000, p. 201). Schwartz stated that NCLB led to an undue narrowing of curricular choices and reduction in the kinds of learning opportunities for

academically at-risk students that were most likely to engage in and motivate them to take school seriously (as cited in Rothstein & Jacobsen, 2006, p. 269). NCLB stifled innovation and limited the focus on a small subset of subjects, which narrowed the curriculum (Popham, 2006). Teachers limited instruction to those subjects being tested (Amrein & Berliner, 2003).

High-stakes testing also narrowed the school experience in that it became a place for test preparation; kindergarteners were no longer able to take naps or enjoy recess in the elementary grades (Blackwell, 2004). Blackwell found that students lost the benefits of recess and outdoor play to the total development of each student as well as opportunities to refresh their brains and reboot their bodies in preparation for the next set of intellectual challenges waiting for them as a part of the daily school schedule. There was a decline in field trips, which helped supplement the educational experience (Tuthill & Klemm, 2002). Blackwell discovered that in elementary and middle schools, there was a reduction in the number of electives or related arts classes offered to students. Amrein and Berliner (2003) found a decrease in fine arts classes offered in schools. Tests oppressed educators and increased testing during the school year substantially, leaving less time for teaching (Friedman, 2005).

According to Woods, teachers reviewed skills or content likely to be on the tests, practiced test-taking skills, and worked with practice tests, worksheets, and other test preparation materials (as cited by Meier, 2004, p. 39). Children were subjected to drill and practice which was measured by high stakes testing (Popham, 2000). Poor kids felt the pressure of high stakes tests where their learning consisted of mindless drills and exercises in order to better prepare for the test (Berliner, 2008; Howard, 2005). Smith, one of the architects of standards-based reform, commented on the effect of standards-based education on the curriculum:

> This is a narrowing-the-curriculum problem. If we focus only on math and language literacy, what happens to the rest of the curriculum. In California, we have lost a very high percentage of our arts, music, PE and other teachers and rarely have K-8 foreign languages. My sense is that it is time to begin to redress this imbalance (Cawelti, as cited in "Chat Wrap-Up," p. 64).

Comprehensive tests left little teaching time for initiative and enrichment (Friedman, 2005). The journey was lost along the way (Blackwell, 2004). Teachers asked their students to join them in a journey that did not have a destination but proposed opportunities for exploration and discovery (2004). Blackwell stated these shared journeys offered the privilege of connecting, reflecting, and pausing with teachers, peers, families, community resources, and the environment, which required teachers and students to eliminate the extras from the curriculum in order to guarantee success. Teachers no longer encouraged students to discover subjects of interest to them (Amrein & Berliner, 2003).

Time constraint. Schools focused heavily on instruction in math, reading, and writing minimized instruction in the visual arts, dance, theater, music, science, etc. (Sternberg, 2006). Direct instruction in test-taking strategies, anxiety-prevention coaching, and morale building preceded the actual administration of the tests (Blackwell, 2004). Odland (2006) found that teachers taught to the test to help raise student test scores and meet AYP requirements and that the steady stream of standardized tests was taking too much time away from classroom instruction and undermining the teachers' efforts to provide a developmentally appropriate program which met the student's needs. According to Odland, teachers felt there was less time for individualized instruction for each student that fits different learning styles and levels that lead to poor test performance which diminished the student's self-esteem. Teachers spent time talking with and listening to students regarding non-school related topics (Blackwell, 2004).

Mitchell (1997) stated the traditional tests reinforced disciplinary divisions, whereas accountability requirements took time away from important work and the preparation for these tests took time away from innovative instruction and meaningful learning.

Score inflation. Biased test and test design were effects of standardized test (Kohn & Henkin, 2002). Tests built in discrimination and did not have to be norm-referenced for this kind of bias to be present (2002). Kohn and Henkin found that tests were designed so that knowledge gained outside of school provided a big advantage; yet the information on the test was more likely acquired by students whose parents were affluent and well-educated, or who attended a good preschool, owned a computer, overheard thoughtful conversations about current events, and took interesting trips. By using the same test items and objectives, there were increased scores every year (Berliner, 2008).

No joy. Blackwell's (2004) research revealed that teachers found no joy in teaching because their work consisted of passing out worksheets and drilling children for the tests or reading scripted lessons. Many teachers wondered about the impact of the new accountability on the ability to plan engaging and child-centered curriculum (2004). It increased bureaucracy and was a disincentive to creativity (Intelligent Accountability SHA, 2003). Johnson and Hanegan (2006) stated after having forced teachers to abandon student-centered, inquiry-based instructional techniques in favor of drill and practice, the teachers prepared students for state assessments that were mostly defining vocabulary and reading to identify the answer.

Incentives

The demand for accountability in education was intense (Holbein, 1998). Districts offered incentives and supported the states that developed academic standards (1998). Standards alone did not effect change in the classrooms; teachers received support from districts in the

form of training and gave them time to assimilate new ideas into their teaching (1998). Sternberg (2006) posited that test-based accountability models relied on incentives for teachers and other school staff members to motivate good performance and discourage poor performance.

According to Goertz and Duffy (2003), policymakers designed accountability systems to create incentives for schools to focus on student achievement and continuous progress. When schools failed to meet AYP requirements, the state applied a complex system of incentives and penalties (Farstrup, 2006). Teaching to the test became a driving factor, effectively constricting the curriculum (2006). Accomplished teachers welcomed effective assessment and accountability programs that provided important feedback on results and a basis for continual improvement, and the constant flow of information helped improve teaching (2006). The best ways to improve secondary school education was to address what was deficient about it (huge schools, short periods, letter and number grades, lecture- and textbook-based instruction) as well as provide a meaningful assessment of what students really understood and did with what they understood (Kohn & Henkin, 2002).

Suggestions

Price (2002) claimed that schools needed to devote more time to reading and math instruction, even if that meant lengthening the school day, monitoring students closely, and intervening quickly if the student suffered. The stakeholders needed to involve the parents by getting them to help their child perform better in school and meet the standards while at the same time placing the burden for improvement mainly on the educators where it belonged (2002).

Friedman (2005) offered several techniques that have shown promise in increasing instruction. They included corrective instruction, whereby a student is taught and quizzed until he/she is assured to have mastered the instructional unit, as well as the use of repetition,

teamwork, peer tutoring, and reminders throughout the day (2005). Cizek (2001) found that procedures needed revising to help curb cheating by using a random sampling and an oversight of test sites; increased protections for whistle-blowers; stiffer penalties for cheaters; and assigned investigations to independent authority. Overall, Friedman believed one-on-one tutoring was the single most effective method that yielded great results.

Nichols and Berliner (2008) suggested refraining from social events that focused on the test, but used these events to reinforce the goal of learning. Schools focused on mastering knowledge and improved individual performance by seeing the value of schools (2008). Nichols and Berliner also suggested creating a climate of caring and cooperation instead of competition (2008).

South Carolina Accountability

The U.S. gave control of schools to local entities, which meant there was no consistent testing policy, and different states evaluated their students, teachers, and schools differently (Hombo, 2003). NCLB and state school accountability legislation such as the South Carolina Education Accountability Act of 1998 increased states' needs to track student progress across grade levels in two main areas: English and math (Goertz & Duffy, 2003). The transition to assessment-driven education was evident in the South Carolina Accountability Act of 1998, which required standards-based exit exams in math, English, science, and social studies in grades three-eight (McDaniel, 1999). South Carolina's Education Accountability Act of 1998 required schools and districts to make an annual programmatic and fiscal report to their constituents by November 15 each year (Reed, Briley, Kindberg, McCarthy, McCray, Pritchard, et al., 2000).

South carolina accountability act. The South Carolina Accountability Act of 1998 stated that each state Board of Education charged the legislation to revise instructional material criteria

to ensure that materials reflect the grade-specific educational standards (McDaniel, 1999). This act targeted public education with its focus on improving teaching and learning so students are equipped with a "strong academic foundation" (Section 59-18-100). The State Board of Education created an adoption list of formative assessments, which were aligned with content standards which provide diagnostic information in a timely manner to all school districts for each student during the school year (Section 59-18-310). In order to ensure that districts maintain high standards, the results that were reported on school and district report cards met consistently high levels in all four content areas.

South Carolina PACT/PASS

South Carolina became the first state in the nation to earn federal approval for its key student testing system (Toch, 2006). NCLB required all states have their assessments peer-reviewed by panels of testing experts from other states (2006). South Carolina's peer-review focused on the English and Mathematics components of the Palmetto Achievement Challenge Test (PACT) and the High School Assessment Program (HSAP) to comply with the student testing mandates of NCLB (2006). PACT was a confidential test that was not available to teachers (Bridges, 2007). In 2008-2009, South Carolina issued the PASS exam. Organizations nationally recognized the standards as some of the most rigorous in the nation and teachers taught those standards (Bridges, 2007; Dillon, 2008).

South Carolina experimented with placing schools in different "bands" based on the socioeconomic status of its population (Wiggins, 1993). Teachers applied this feedback to customize instruction for each child throughout the year (Sternberg, 2006). Once school officials assessed student progress, technology helped teachers teach and ultimately helped students boost their test scores (2006). Sternberg found schools experiencing the most success in raising

students' achievement significantly developed their own formative tests, in which the results helped modify each student's instruction. Benchmarking and best practice efforts figured prominently on the agendas of these auditors as they worked with agencies of state government (Wellman, 2001).

Beginning in 1998-1999, schools notified parents of the need for a conference for each student deficient in skills required for satisfactory performance on grade level as determined by tests, school work, or teacher judgment (McDaniel, 1999). In developing academic plans for underperforming students, teachers based their decisions on academic probation, summer school attendance, and retention (1999). During the first year on academic probation, students were retained because he/she did not meet the established grade level standards (1999). As of the school year 2008-2009, South Carolina Department of Education (2007) no longer required teachers to produce academic plans.

Conclusion

For decades, lawmakers examined schools and held them accountable for educating students. However, in 2002, President George W. Bush signed into law NCLB, which called for all students to perform on or above grade level by 2013-2014. Each state had the opportunity to design an accountability test along with proficiency level criteria. NCLB provided federal resources to aid in reaching the overall goal of every child succeeding in school by 2013-2014 by obtaining a proficient score in their grade level.

Because each state established their own accountability proficiency level and administered their own accountability test, it became impossible to determine which state had the highest percentage of passing students. However, researchers Peterson and Hess (2005, 2006) discovered that South Carolina set higher standards for the passing proficiency level that resulted

in South Carolina having fallen into the low-performing state category. During the 2008-2009 academic year, South Carolina students took the PASS accountability test, which may improve scores in the state due to a new level for proficiency.

The perceived effects of high stakes testing and accountability were indicative of how educators viewed NCLB. In different research studies, researchers discovered that social promotion, peer pressure, cheating, etc. were common in school districts across the United States. These effects were detrimental to our children as well as our educators. Great teachers resigned from teaching because of the added stress to increase test scores or teachers had to resort to help students cheat in order to meet the passing proficiency level established by the state.

CHAPTER 3

METHODOLOGY

Introduction

The purpose of this study was to examine the perceived effects that NCLB has on student learning, teaching, and curriculum as viewed by school superintendents, elementary and middle school principals, and teachers in South Carolina's public schools. Chapter 3 includes a review of the methods used in the study, a description of participants, the data collection instrument, and the procedures for analyzing the data.

Identification and Selection of Participants

The populations in this study were 86 superintendents, 921 elementary and middle school principals, and 49,197 K-12 teachers. A stratified random sample of superintendents, principals, and teachers were used. By using the Krejcie and Morgan's (1970) table, 73 superintendents, 274 elementary and middle school principals, and 382 elementary and middle school teachers were selected to participate in this study. Using a systematic sampling method every other superintendent and every fifth principal, from the directory provided at the South Carolina Department of Education website, were selected for participation in this study. However, there was not a directory of teachers, so the teacher sample was selected by randomly selecting a teacher from grades 3-8 from every seventh school website in South Carolina.

Instruments

The data collection instruments for the superintendents, principals, and teachers consisted of a survey with 52 Likert-type scale questions and six demographic questions (see Appendix B).

The Likert-type scale ranged from 1-Strongly Disagree to 4-Strongly Agree. This instrument was originally developed for a study conducted by Margheim (2001) at Virginia Polytechnic Institute. Minor modifications were made for this study. Once the representative sample had been determined, this survey was electronically delivered using Surveymonkey (www.surveymonkey.com) to the superintendents, principals, and teachers in South Carolina. The surveys were linked to email addresses in order to identify the returned responses. Two weeks after the first email, a second issue of the survey was sent to those who had not completed the survey the first time. The response rate was 52%.

This study gathered data from open-ended responses and interview questions. A better understanding to the underlying implications of No Child Left Behind Act of 2001 and how individual state's accountability systems affected everyone involved was sought through this information. The interview data were gathered from those superintendents, principals, and teachers who agreed to participate and provided phone numbers on the survey instrument. There were eighty-four participants who responded to this question.

Content Validation

Margheim (2001) validated the survey instrument by identifying domains, item-domain association strength, and statement clarity prior to administration. Domain descriptions explained what each domain allegedly measured. A panel of experienced educators classified each statement into domains and rated each statement for level of association and clarity. Means and standard deviations were computed for each survey statement. After rewording, regrouping, or deleting statements, the instrument was tested with colleagues for additional adjustments.

Reliability

In order to establish reliability, the correlation of items thought to measure a given construct was determined. Cronbach stated, "A reliability coefficient demonstrates whether the test designer was correct in expecting a certain collection of items to yield interpretable statements about individual differences" (as cited in Margheim, 2001, p. 69). Cronbach's Alpha was computed to establish reliability coefficients and internal consistency of items in the domains. Elevated levels of internal consistency enhanced the validity of conclusions from the survey data. Alpha coefficients for domains measured outcomes at or above .80 and demonstrated high levels of internal consistency; however, the outcomes for schools had a low to moderate level of internal consistency at .65.

Analyses of Data

A Multivariate Analysis of Variance (MANOVA) was conducted. Box's M test and Levene's Test for Equality of Variances were used to test for homogeneity of variances. Wilk's Lambda was used to test for statistical significance. The statistical models selected to analyze data were the most appropriate tests for this type of data interpretation.

The statistical model selected to test for differences was the multivariate analysis of variance (MANOVA) because two or more groups were tested simultaneously. Information from this survey was placed into a Statistical Package for the Social Sciences 17.0 (SPSS) data bank for analysis. A MANOVA was used to determine the extent to which superintendents', principals', and teachers' perceptions were different. The factorial multivariate analysis of variance was used to describe the main effects and interactions of variables on teacher views based on the following: (1) the effects of contract status, (2) the effects of position, (3) the effects of years of experience, (4) the interaction of contract status and position, (5) the interaction of

contract status and years of experience, (6) the interaction of position and years of experience, and (7) the interaction of contract status, position, and the years of experience. MANOVA utilized degrees of freedom between and within the groups, the values, sum of the squares, and the source. It also examined mean squares, F ratio which needed to be greater than the critical value, and the F probability, which was determined to be .05. The test was most appropriate because it analyzed data with specific values. Hypotheses were tested through the multivariate analysis of variance.

The interview data were coded in QSR Nvivo 8.0 and nodes created to determine differences among superintendents', principals', and teachers' perceptions of high-stakes testing. A purposeful sample of respondents was interviewed via telephone (or face-to-face) based on the responses to the survey. The seven interviews were tape recorded and transcribed into NVivo for data analysis by the researcher. The interview data were used to identify themes that were evident throughout the process.

The survey used in this study had one or more short open-ended questions that asked respondents to supply text responses. It was the "please add any additional comment item" that was often tacked onto a short survey (Trochim, 2006). These text-based answers were coded into categories, which were grouped together by respondent. Often, researchers gave each category a short tag that embodied the theme in the response (2006). For instance, each of the respondents expressed similar themes in their open-ended response or interview. A simple coding table was developed to represent the coding of the responses into the themes. This information was provided in Chapter 4.

Summary

This chapter described the methods and procedures used in the study. Descriptions of the methods used in the identification of the populations, the adaptation of the data collection instrument, procedures for the data collection, and methods for analysis of the data were presented. Data acquired from returned data collection instruments were tabulated and analyzed. Appropriate presentations of data tables are presented in Chapter 4.

CHAPTER 4

DATA ANALYSIS

This chapter presents the study findings regarding the perceived effects of No Child Left Behind and the effects the resultant high-stakes testing had on how superintendents, principals, and teachers view student learning, teaching, and curriculum in public schools in the state of South Carolina. The multiple methods study gathered data about high-stakes testing from superintendents, principals, and teachers from around the state via Surveymonkey, and afterwards, interviews were conducted with a sample of those participants willing to participate. During June and July 2009, one superintendent, four principals, and two teachers were interviewed based on demographic information from their survey and their willingness to participate.

Chapter 4 presents the results of an analysis of the quantitative and qualitative data collected from students through a survey instrument originally designed by Margheim of Virginia Polytechnic Institute in 2001. The data analysis was divided into three sections: frequency distributions and demographic information of the participants, the narrative analysis of the interviews, and the inferential statistical analyses. These data were then used to address the five research questions in this study. A total of 73 superintendents, 274 principals, and 382 teachers were surveyed. Table 1 presented demographic information of participants. Appendix B showed survey domains and descriptions.

Table 1
Survey Respondents Demographic Information

Years Experience	Position	Contract Status				n	% of Respondents
		Continuing	At Will	Annual	Teri		
0-3	K-5	4	0	6	0	10	2.69
4-10	K-5	19	0	1	0	20	5.65
11-20	K-5	28	0	0	0	28	7.53
21-29	K-5	21	0	2	0	23	6.18
30+	K-5	0	0	2	3	5	1.34
0-3	6-8	2	2	1	0	5	1.61
4-10	6-8	15	0	7	0	22	5.91
11-20	6-8	21	1	2	0	24	6.45
21-29	6-8	21	0	2	1	24	6.45
30+	6-8	4	3	0	2	9	2.69
0-3	PK5	0	0	0	0	0	0
4-10	PK5	5	1	0	0	6	1.61
11-20	PK5	30	1	1	0	32	8.6
21-29	PK5	31	1	0	1	33	8.87
30+	PK5	15	8	0	8	31	8.33
0-3	P678	0	0	0	0	0	0
4-10	P678	1	0	0	0	1	0.27
11-20	P678	16	1	1	0	18	4.84
21-29	P678	19	1	4	0	24	6.45
30+	P678	7	7	1	2	17	4.57
0-3	Superintendent	0	0	0	0	0	0
4-10	Superintendent	0	0	0	0	0	0
11-20	Superintendent	0	0	0	0	0	0
21-29	Superintendent	13	2	0	0	15	4.03
30+	Superintendent	16	0	5	1	22	5.91
	Total	288	28	35	18	369	100

Demographic Data of the Questionnaire

Questionnaires were emailed to a stratified systematic sample of superintendents, principals, and teachers throughout the state of South Carolina in June of 2009. A 52% return rate was achieved. Table 2 showed the number of employees in each position for the population, sample group size, and the number of those who responded.

Table 2

Comparison of Population, Sample, and Response Groups of Respondents

	Population		Sample Group		Responded	
Demographic Data	N	%	N	%	N	%
Superintendents	86	100.00%	73	84.88%	37	50.60%
Principals	921	100.00%	274	29.75%	148	54.01%
Elementary	553	60.04%	164	59.85%	96	58.54%
Middle	368	39.96%	110	40.15%	52	47.27%
Teachers	49,197	100.00%	381	0.01%	162	42.52%
Elementary	30,445	61.88%	236	62.00%	87	36.86%
Secondary	18,752	38.12%	145	38.00%	86	59.31%

The majority of the respondents were school principals (n = 148, 54%). The overall response rate for teachers was (n = 162, 42.5%), with elementary and middle school teachers responding (n = 87, 36.9%) and (n = 86, 59.3%). The difference was due to more elementary teachers being employed in South Carolina schools than middle school teachers. The response rate for superintendents or assistant superintendents was 50.6% (n = 37). Although it may appear that not very many superintendents responded to the survey, this number was actually over half of the superintendent population in South Carolina.

The majority of the respondents had been in the educational field for at least 11 or more years (n = 305, 82.4%). Thirty-two percent of the respondents had served for 20-29 years (n = 119). Eighty-five respondents (22.8%) stated they had worked in education for 30 years or longer, while sixteen respondents (4.3%) had recently joined the education sector. One respondent (.3%) did not answer the question. Table 3 presents the response rate by frequency and years of experience.

Table 3
Frequency and Percent of Respondents Based on Years of Experience

		Frequency	Percent
Valid	0-3	16	4.30
	4-10	50	13.40
	11-19	101	27.20
	20-29	119	32.00
	30+	85	22.80
	Total	371	99.70
Missing	System	1	0.30
Total		372	100.00

The type of contract issued for the current year determined contract status. A continuing contract meant that an employee had at least three years experience in South Carolina. Some respondents may have moved from out of state with more experience and would not have received a continuing contract. The majority of the participants received continuing contracts (n = 288, 77.4%) while the least amount of respondents were on the Teacher and Employee Retention Program (TERI) plan (n = 18, 4.8%). A TERI contract was given to those educators who had retired from 28 years of service in South Carolina. These are retired teachers, principals, or superintendents who decided to return to the state for an additional five years in order to increase their retirement fund. Thirty-four respondents (9.1%) held at-will contracts while 29 respondents (7.8%) held annual contracts the previous year. The at-will and annual contract

holders were n = 34, 9.1%, and n = 29, 7.8%, respectively. At-will contracts were based on a year-to-year basis, and annual contracts were given to teachers and principals with one to three years of experience in South Carolina. Teachers are formally evaluated for a continuing contract after the third year. Table 4 presents the type of contract held based on the respondent's answer.

Table 4

Frequency and Percent of Respondents Based on Contract Status

		Frequency	Percent
Valid	Continuing	288	77.40
	At Will	34	9.10
	Annual	29	7.80
	TERI	18	4.80
	Total	369	99.20
Missing	System	3	0.80
Total		372	100.00

Of the 729 participants originally contacted, eight emailed to say that district policy did not allow them to participate in the survey. After contacting two of the larger districts in the state, the researcher discovered that these districts were in close proximity to several colleges and universities whose employees were contacted frequently. In order to reduce the number of surveys and interviews imposed upon their employees, the school district board policy only allowed the employees to participate in two research studies a year, which had to be administered by a graduate student attending a college or university in the area.

Quantitative Data Analysis

Survey Part 1

Superintendents, principals, and teachers responded to the questionnaire statements on a four-point Likert-type scale, with a score of one (strongly disagree) indicating a strongly favorable opinion of outcomes from high-stakes testing and a score of four (strongly agree)

indicating a strongly unfavorable opinion of outcomes from high-stakes testing. Margheim found five domains that affected the results of high stakes testing. Table 5 presented the mean scores for the dependent variables in the domains of student, instructional, school, public confidence, and teacher outcomes. Since strongly disagree (1) was the low end of the scale and strongly agree (4) was the high end of the scale, 2.5 was the midpoint (Margheim, 2001). Appendix C showed the measures of central tendency for each dependent variable. The only domain that showed positive results was in the public outcome domain that meant educators' beliefs about how PACT/PASS was likely to affect the faith the public had in South Carolina teachers and schools were positive. This domain yielded a mean of 2.13, which meant superintendents, principals, and teachers believed that the general public viewed South Carolina schools in a favorable manner. The public had confidence in the schools and was willing to provide more financial assistance by way of tax dollars to help improve schools.

The school outcome domain assessed educator beliefs about how PACT/PASS was likely to affect the schools' authority to make decisions and freedom from outside influence (Margheim, 2001). School outcome domain was found to be neutral with a mean score of 2.59, which meant that the respondents did not believe that one way or the other that they had decision-making abilities. The most unfavorable areas were in the student domain, teacher domain, and instructional domain with means of 2.71, 2.67, and 2.64, respectively, which meant educators' beliefs assessed how PACT/PASS were likely to affect students' achievement, their thoughts about school, and consequences for subpopulations of students, as well as educators' beliefs about how PACT/PASS were likely to affect teachers' authority to make instructional decisions, their relative contentment with their job, and their emotional well-being (2001). The

reasons may be due to perceived lack of decision-making authority in the schools and the perceived views of student's learning in different populations.

The instructional domain scale mean scores was 2.67 which was above the neutral score of 2.50 which meant the participants viewed the outcomes of high-stakes testing in these areas less favorably. The instructional outcome domain assessed educator' beliefs about how PACT/PASS were likely to affect teaching in the classroom itself (2001) which meant that participants were more negative in their responses in instructional outcome domains. Tables 5 showed the mean scores and standard deviation scores.

Table 5: Outcome Domains, Range, and Mean Scores

Descriptive Statistics

	N	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Student Domain	314	2.71	.312	.404	.138	.503	.274
School Domain	330	2.56	.275	-.009	.134	1.131	.268
Public Domain	323	2.07	.197	-.284	.136	-.075	.271
Teacher Outcomes	197	2.67	.242	.274	.173	.289	.345
Instructional Domain	328	2.64	.356	.121	.135	.342	.268

The five domains (student, instructional, school, public, and teacher) showed little variance in the scale mean scores for each domain among the categories of independent variables (years of teaching experience, contract status, and position). For example, years of teaching experience, contract status, and position and results were similar regardless of each grouping in these areas. The mean scores were similar across the five domains. Table 6, 7, and 8 showed the domain scores by years of teaching experience, contract status, and position in each domain. Regardless of years of experience, contract status, and position, the scale mean scores were consistent for all domains so the only discrepancy was in the school domain where the at-will

and annual with 0-3 years of experience results were unfavorable whereas the other participants were all neutral in these areas. These data are presented in more detail in Appendix E: 1-6.

Table 6

Domain Scores by Years of Teaching Experience

	Years Experience	Mean	Std. Deviation	N
Student Domain	0-3	2.77	0.19	6
	4-10	2.82	0.30	28
	11-19	2.73	0.36	49
	20-29	2.69	0.29	44
	30+	2.69	0.28	40
	Total	2.72	0.31	167
School Domain	0-3	2.55	0.17	6
	4-10	2.62	0.35	28
	11-19	2.52	0.24	49
	20-29	2.52	0.34	44
	30+	2.52	0.30	40
	Total	2.54	0.30	167
Public Domain	0-3	2.04	0.17	6
	4-10	2.13	0.16	28
	11-19	2.11	0.20	49
	20-29	2.11	0.17	44
	30+	2.12	0.17	40
	Total	2.11	0.18	167
Teacher Outcomes	0-3	2.71	0.12	6
	4-10	2.62	0.25	28
	11-19	2.68	0.27	49
	20-29	2.68	0.24	44
	30+	2.68	0.24	40
	Total	2.67	0.24	167
Instruction Domain	0-3	2.79	0.22	6
	4-10	2.74	0.39	28
	11-19	2.61	0.40	49
	20-29	2.59	0.33	44
	30+	2.49	0.31	40
	Total	2.61	0.36	167

Table 7

Domain Scores by Contract Status

	Contract Status	Mean	Std. Deviation	N
Student Domain	Continuing	2.70	0.30	133
	At Will	2.74	0.24	14
	Annual	2.95	0.38	13
	TERI	2.69	0.27	5
	Total	2.72	0.31	165
School Domain	Continuing	2.51	0.28	133
	At Will	2.58	0.39	14
	Annual	2.76	0.23	13
	TERI	2.49	0.08	5
	Total	2.53	0.29	165
Public Domain	Continuing	2.12	0.18	133
	At Will	2.04	0.16	14
	Annual	2.12	0.16	13
	TERI	2.25	0.10	5
	Total	2.11	0.18	165
Teacher Outcomes	Continuing	2.65	0.24	133
	At Will	2.69	0.16	14
	Annual	2.84	0.27	13
	TERI	2.66	0.22	5
	Total	2.67	0.24	165
Instruction Domain	Continuing	2.57	0.36	133
	At Will	2.67	0.23	14
	Annual	2.84	0.41	13
	TERI	2.65	0.14	5
	Total	2.60	0.36	165

Table 8

Domain Scores by Position

	Position	Mean	Std. Deviation	N
Student Domain	K-5 Teacher	2.70	0.33	33
	6-8 Teacher	2.81	0.29	44
	K-5 Principal	2.71	0.30	48
	6-8 Principal	2.68	0.33	28
	Superintendent	2.63	0.22	15
	Total	2.72	0.31	168
School Domain	K-5 Teacher	2.62	0.31	33
	6-8 Teacher	2.57	0.29	44
	K-5 Principal	2.50	0.27	48
	6-8 Principal	2.45	0.28	28
	Superintendent	2.56	0.39	15
	Total	2.54	0.30	168
Public Domain	K-5 Teacher	2.10	0.17	33
	6-8 Teacher	2.13	0.19	44
	K-5 Principal	2.14	0.16	48
	6-8 Principal	2.12	0.18	28
	Superintendent	2.04	0.18	15
	Total	2.11	0.18	168
Teacher Outcomes	K-5 Teacher	2.62	0.28	33
	6-8 Teacher	2.69	0.25	44
	K-5 Principal	2.71	0.23	48
	6-8 Principal	2.65	0.22	28
	Superintendent	2.62	0.20	15
	Total	2.67	0.24	168
Instruction Domain	K-5 Teacher	2.69	0.39	33
	6-8 Teacher	2.73	0.36	44
	K-5 Principal	2.51	0.34	48
	6-8 Principal	2.50	0.37	28
	Superintendent	2.53	0.22	15
	Total	2.61	0.36	168

Multivariate Analysis of Variance

I predicted that superintendents', principals', and teachers' perceptions about NCLB and high-stakes testing would vary according to the independent variables of contract status, position, and years of experience. More than a few related hypotheses seemed logical. Hypothetically, continuing or TERI teachers would have less stress related to student performance on the PACT/PASS test. Originally test grade status and socio-economic status were to be analyzed but the wording of the question was confusing for the superintendents and principals. These two groups did not teach a test grade although they were in charge of the district or the school building. Many answered this question or did not answer the question correctly so these data were omitted from the analysis section. The socio-economic status of the school was believed to not be a factor in the outcomes of the study and was omitted from the survey as well.

Secondly, I expected the main effects of years of experience and position might cause variance in the results. Superintendents and principals normally have more experience than teachers in the educational field. Being out of the classroom was expected to affect a role in the outcomes. Those that were teaching in the classrooms experienced more effects of the high-stakes testing program directly than personnel not in daily contact with students.

A third assumption was that interaction of contract status and years of experience caused educators to view the testing program differently. It seemed reasonable that the more years of experience and holding a continuing or TERI contract might affect the results.

Fourth, I had assumed that the interaction of contract status, position, and years of experience might combine to produce differences among superintendents, principals, and teachers' perceptions. It seemed reasonable to assume that the more years of experience and

holding a continuing or TERI contract with a higher authority position, the more favorable the outcomes in the different domains.

A multivariate analysis of variance (MANOVA) was conducted on the data for each of the five dependent variables: student outcomes, instructional practices, school outcomes, public confidence, and teacher outcomes. The three independent variables were contract status, position, and years of experience. The independent variables had four, five, and five options, respectively.

A factorial MANOVA was performed to determine the extent in which superintendents', principals', and teachers' perceptions were different for each of the five domains: student, instruction, school, public confidence, and teacher. Each variable is discussed separately in the following section. The MANOVA was used to test the main effects and interactions of variables on educator views based on the following variables:

1. Position
2. Contract status
3. Years of experience
4. Interaction of position and year of experience
5. Interaction of position and contract status
6. Interaction of contact status and experience
7. Interaction of position, contract status, and years of experience

There were several test statistics for the MANOVA, but the most commonly used one was the Wilks' Lambda. If the null hypothesis was upheld, then one can conclude that the main factors have no effect on the dependent variables. If, however, the overall MANOVA test was significant at .05, then the researcher began to find which of the dependent variables was

affected by each of the independent variables. When conducting MANOVA, the Wilks' Lambda was performed in order to test the implied overall multivariate hypothesis, that the groups were equal on a combination of the dependent variables. The actual alpha level was checked in order to evaluate the statistic. That means, the MANOVA did not reveal a significant effect on any variable. The main effects and interactions showed no significant difference between the educators' perceptions of high-stakes testing in South Carolina public schools.

The first three hypotheses addressed the effects of the three independent variables. No significant effects were found for the independent variables of contract status and position with Alpha > .05. Therefore, we failed to reject the null hypothesis that there was no difference between contract status and position scores.

The multivariate analysis Wilks' Lambda was found greater than .05 with years of experience. However, years of experience found Wilks' Lambda = .769, $F(20) = 1.644$, $p < .040$. This may be due to having more experience and enjoying the school environment in which they worked. The longer one remains in the school system may be a reason for the discrepancy because the educator knows from experience more of what is required or demanded of them from the public and state department.

Tests of Statistical Significance

Alpha was the level of significance selected prior to data collection while probability value (p value) referred to the level of significance actually obtained after data were collected and analyzed. The null hypothesis usually stated that no difference between the two groups was found.

In order to give a clearer understanding of the variables, each variable was described in detail below.

Position. This scale measured how many participants were employed as a superintendent, elementary or middle school principal, or teacher.

Contract status. This scale measured the type of contract each respondent held at the time of the survey. Continuing contract meant that an employee had a contract each year provided that successful evaluation, formal or informal, on a continuous basis was met. These employees had a right to an informal hearing if terminated. Annual contract meant that an employee was new to the district or taught less than four years. A formal evaluation was given and if a contract was not extended the following year, the employee did not have a right to a hearing. Teacher and Employee Retention Program (TERI) were those educators who retired but still wanted to remain employed for up to five additional years. At-will contracts were issued yearly and terminated at any time without reason.

Years of Experience. This number measured the years an employee had been employed with a school district regardless of position. These years included any year that an employee had worked in a school in another state.

Student outcomes. These questions pertained to how high-stakes testing affected students and to the outcomes from the testing program in South Carolina.

Instructional practices. These questions were directed toward how teachers utilized the alignment of standards with the curriculum.

School outcomes. These questions addressed what the school environment was like in which they worked.

Public confidence. These questions pertained to how the educators saw the public's perception of the public schools in South Carolina.

Teacher outcomes. These questions addressed the effects of high-stakes testing on teachers.

The questions were randomly placed in the survey but were based on the five domains: student outcomes, instructional practices, school outcomes, public confidence, and teacher outcomes (Margheim, 2001).

The fourth hypothesis was the interaction of position and years of experience scores differed in the five outcomes. The multivariate analysis displayed the results of the Wilks' Lambda in all domains as greater than alpha > .05 in regards to position and years of experience. Therefore, we failed to reject the null hypothesis that there was no difference between position and years of experience scores in any of the domains.

A fifth hypothesis was the interaction of position and contract status differed in the five outcomes. The multivariate analysis showed the results of the Wilks' Lambda in all domains as greater than .05 in regards to position and contract status. Therefore, we failed to reject the null hypothesis that there was no difference between position and contract status in any of the domains, which meant that regardless of what position or the type of contract the respondent held they all had similar views of high-stakes testing in all domains.

The sixth hypothesis targeted the interaction of contract status and years of experience. The multivariate analysis showed the results of the Wilks' Lambda in all domains as greater than .05 in regards to the interaction of contract status and years of experience except in the school domain. Therefore, we fail to reject the null hypothesis that there was no difference between contract status and years of experience in any of the outcome domains, hence regardless of the type of contract held or the number of years experience in education, participants did not perceive No Child Left Behind and PACT/PASS testing differently.

The seventh hypothesis was the interaction of all three independent variables had an effect on the differences in superintendents', principals', and teachers' opinions of the testing program in South Carolina. The multivariate analysis showed the results of the Wilks' Lambda in all domains as greater than .05 in regards to position, contract status, and years of experience. Therefore, we failed to reject the null hypothesis that there was no difference between position, contract status, and years of experience in any of the domains, thus these results showed that regardless of what level of authority, type of contract held, or the number of years experience in education, the perceptions of the participants were the same. No discrepancy was detected.

Table 9

Hypothesis Testing with Wilks' Lambda Results

Effect	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power[b]
Contract Status	0.87	1.17	15.00	331.67	0.29	0.05	16.16	0.70
Position	0.86	0.89	20.00	398.94	0.60	0.04	14.75	0.58
Years Exp	0.77	1.64	20.00	398.94	0.04	0.06	27.08	0.90
Contract Status and Position	0.84	0.49	45.00	539.89	1.00	0.04	19.70	0.54
Contract Status and Years Exp	0.72	1.16	35.00	507.22	0.25	0.06	33.81	0.90
Position and Years Exp	0.75	0.70	50.00	550.65	0.94	0.05	32.00	0.80
Contract Status, Position and Years Exp	0.94	.727[a]	10.00	240.00	0.70	0.03	7.27	0.38

Tests of Overall Model Significance

The F-test was performed to test the null hypothesis to see if there was a difference in the means of each dependent variable for the various groups created by categories of the independent variables. The results found that there was no difference in the means of each dependent variable for the different groups. No relationship existed. Table 10 shows the Tests of Between-Subjects Effects. The Partial *Eta*-Square measured the effect size. It should have been equal or greater than .80 to accept with confidence that the relationship did not exist. The main effect of all factors and covariates was less than .80 so there was sufficient power to accept the null

hypothesis that position, contract status, and years of experience was related to all five domains. This means that by Partial E*ta*-square, school domain appeared stronger than the other domains; however, it was not significant because all areas would have been classed as low or weak.

Table 10

Tests of Between-Subject Effects for the Tests of Overall Model Significance

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power[b]
Corrected Model	Student Domain	3.98[a]	39.00	0.10	1.09	0.36	0.25	42.32	0.91
	School Domain	3.87[c]	39.00	0.10	1.28	0.15	0.29	50.07	0.96
	Public Domain	1.01[d]	39.00	0.03	0.79	0.79	0.20	30.96	0.76
	Teacher Outcomes	2.63[e]	39.00	0.07	1.23	0.20	0.28	47.90	0.95
	Instruction Domain	5.43[f]	39.00	0.14	1.11	0.32	0.26	43.39	0.92
Intercept	Student Domain	262.13	1.00	262.13	2780.90	0.00	0.96	2780.90	1.00
	School Domain	224.84	1.00	224.84	2902.78	0.00	0.96	2902.78	1.00
	Public Domain	153.25	1.00	153.25	4661.54	0.00	0.97	4661.54	1.00
	Teacher Outcomes	249.53	1.00	249.53	4534.73	0.00	0.97	4534.73	1.00
	Instruction Domain	245.11	1.00	245.11	1955.99	0.00	0.94	1955.99	1.00
Contract Status	Student Domain	0.45	3.00	0.15	1.61	0.19	0.04	4.82	0.41
	School Domain	0.80	3.00	0.27	3.45	0.02	0.08	10.35	0.76
	Public Domain	0.06	3.00	0.02	0.57	0.63	0.01	1.72	0.17
	Teacher Outcomes	0.22	3.00	0.07	1.31	0.28	0.03	3.92	0.34
	Instruction Domain	0.24	3.00	0.08	0.63	0.60	0.01	1.88	0.18
Position	Student Domain	0.17	4.00	0.04	0.45	0.77	0.01	1.81	0.15
	School Domain	0.30	4.00	0.07	0.96	0.43	0.03	3.83	0.30
	Public Domain	0.14	4.00	0.03	1.04	0.39	0.03	4.18	0.32
	Teacher Outcomes	0.18	4.00	0.04	0.81	0.52	0.03	3.26	0.25

	Instruction Domain	0.49	4.00	0.12	0.98	0.42	0.03	3.92	0.30
Years Exp	Student Domain	0.20	4.00	0.05	0.53	0.71	0.02	2.12	0.17
	School Domain	0.88	4.00	0.22	2.85	0.03	0.08	11.41	0.76
	Public Domain	0.17	4.00	0.04	1.27	0.29	0.04	5.08	0.39
	Teacher Outcomes	0.25	4.00	0.06	1.13	0.34	0.04	4.54	0.35
	Instruction Domain	0.19	4.00	0.05	0.38	0.82	0.01	1.53	0.14
Contract Status and Position	Student Domain	0.46	9.00	0.05	0.54	0.84	0.04	4.84	0.25
	School Domain	0.29	9.00	0.03	0.42	0.92	0.03	3.77	0.20
	Public Domain	0.11	9.00	0.01	0.36	0.95	0.03	3.27	0.18
	Teacher Outcomes	0.42	9.00	0.05	0.84	0.58	0.06	7.58	0.40
	Instruction Domain	0.26	9.00	0.03	0.23	0.99	0.02	2.06	0.12
Contract Status and Years Exp	Student Domain	0.99	7.00	0.14	1.50	0.17	0.08	10.52	0.61
	School Domain	1.11	7.00	0.16	2.04	0.06	0.10	14.28	0.77
	Public Domain	0.13	7.00	0.02	0.59	0.77	0.03	4.10	0.24
	Teacher Outcomes	0.46	7.00	0.07	1.21	0.30	0.06	8.45	0.50
	Instruction Domain	1.07	7.00	0.15	1.22	0.30	0.06	8.51	0.50
Position and Years Exp	Student Domain	0.75	10.00	0.08	0.80	0.63	0.06	7.98	0.40
	School Domain	0.24	10.00	0.02	0.31	0.98	0.02	3.06	0.16
	Public Domain	0.24	10.00	0.02	0.72	0.70	0.05	7.22	0.36
	Teacher Outcomes	0.74	10.00	0.07	1.35	0.21	0.10	13.46	0.66
	Instruction Domain	0.95	10.00	0.09	0.75	0.67	0.06	7.55	0.38
Contract Status, Position and Years Exp	Student Domain	0.01	2.00	0.00	0.04	0.96	0.00	0.08	0.06
	School Domain	0.32	2.00	0.16	2.08	0.13	0.03	4.16	0.42
	Public Domain	0.06	2.00	0.03	0.89	0.41	0.01	1.78	0.20
	Teacher Outcomes	0.06	2.00	0.03	0.55	0.58	0.01	1.10	0.14
	Instruction Domain	0.01	2.00	0.00	0.03	0.98	0.00	0.05	0.05

Homogeneity of Variance Assumption

The Box's Test of Equality of the Means was performed to determine if the homogeneity of variance assumption was met. If the *p*-value was less than .001 then the assumption had been violated. In this case, the assumption had been met. The assumption that homoscedasticy was upheld. There was no shift in variation. Table 11 showed the result of the Box's Test of Equality of Covariance Matrices.

Table 11

Box's Test of Equality of Covariance Matrices of Error Variances

Box's Test of Equality of Covariance Matrices[a]	
Box's M	231.07
F	1.16
df1	150
df2	6927.91
Sig.	.091

Levene's Test of Equality of Error Variances in Table 12 revealed that the assumption of homogeneity of variance with respect to high-stakes testing domains for instruction, public confidence, and teacher outcomes met Levene's value $p > .05$ (.058, .096, .135 respectively). However, for school and student domains, the Levene's value $p < .05$ (.001, .035 respectively) implied that the assumption of homogeneity of variance had not been met. This test illustrated that the error variance of the dependent variable was equal across groups. Regardless of the outcome of nonconformity with the assumption of homogeneity of variance, Stevens (1996) reminded us that MANOVA like ANOVA was a mathematical model that guesses authenticity. Violation of homogeneity of variance was not surprising.

Table 12

Levene's Test of Equality of Error Variances

	F	df1	f2	Sig.
Student Domain	1.56	39	124	.035
School Domain	2.08	39	124	.001
Public Domain	1.38	39	124	.096
Teacher Outcomes	1.31	39	124	.135
Instruction Domain	1.47	39	124	.058

Research Question 5

Research question five developed for this study was addressed using inferential statistical analyses, with all decision of statistical significance of the findings, made using an alpha level of .05.

How do perceptions of principals and teachers differ from elementary and middle school level?

After running the multivariate test, it was necessary to establish whether there was any interaction between the main effects, namely years of experience, position, and contract status with respect to the five dependent variables. In Table 13, the multivariate analysis yielded significance in the student domain with alpha > 05. At alpha .05, the null hypothesis for years of experience and contract status or any interaction on superintendents', principals', and teachers' views on student outcomes was accepted. Therefore, it appeared that there was not a significant difference between superintendents', principals', and teachers' perceptions in the area of student outcomes. This meant regardless of years of experience and the type of contract held, the participants all perceived NCLB and PACT/PASS in the same way. This may be due to working in the educational system and being aware of the ramifications of No Child Left Behind and the design of PACT/PASS testing South Carolina. The teachers and principals are all aware of the demographic make-up of the student population and how that may affect the results of the high-

stakes test. There was a significant difference between teachers' perceptions however. The reason may be due to middle school teachers feeling more pressure for an increase in student test scores or the fact that elementary teachers are responsible for all subject areas whereas middle school teachers only have one subject area of concern.

Table 13

Wilk's Lambda Results for the Student Domain

Parameter	B	Std. Error	t	Sig.	Partial *Eta* Squared	Noncent. Parameter	Observed Power[a]
K-5 Teacher	.073	.095	.765	.446	.004	.765	.118
6-8 Teacher	.186	.091	2.041	.043	.025	2.041	.527
K-5 Principal	.080	.090	.883	.379	.005	.883	.142
6-8 Principal	.055	.098	.564	.574	.002	.564	.087
Continuing	.012	.139	.090	.929	.000	.090	.051
Annual	.059	.159	.373	.710	.001	.373	.066
At-Will	.265	.160	1.653	.100	.017	1.653	.376
0-3	.083	.135	.613	.541	.002	.613	.094
4-10	.125	.076	1.649	.101	.017	1.649	.374
11-20	.036	.066	.553	.581	.002	.553	.085
21-29	-.004	.067	-.065	.948	.000	.065	.050

In the instructional practices domain, Table 14 showed the multivariate analysis of variance with Wilks' Lambda for each independent variable at alpha > .05. At Alpha .05, the null hypothesis that contract status and years of experience did not differ between superintendents', principals', and teachers' views on instructional practices were accepted. Therefore, it appeared that there was no significant difference with position or contract status in superintendents', principals', and teachers' perceptions on instructional practices. There was no significant difference in regards to position and contract status in the instructional domain. Thus the expected relationships were not found. However, there was a significant difference in educators

with 4-10 years of experience at Alpha < .006. This may be due to educators who are no longer new to the school system begin to feel a little more freedom with their instructional practices in the classroom or as a principal or superintendent.

Table 14

Wilks' Lambda Results in the Instructional Practice Domain

Parameter	B	Std. Error	t	Sig.	Partial *Eta* Squared	Noncent. Parameter	Observed Powera
K-5 Teacher	.156	.109	1.426	.156	.012	1.426	.294
6-8 Teacher	.200	.105	1.900	.059	.022	1.900	.472
K-5 Principal	-.020	.104	-.195	.845	.000	.195	.054
6-8 Principal	-.029	.112	-.257	.798	.000	.257	.057
Continuing	-.080	.161	-.500	.617	.002	.500	.079
Annual	.020	.184	.107	.915	.000	.107	.051
At-Will	.187	.186	1.004	.317	.006	1.004	.170
0-3	.301	.156	1.928	.056	.022	1.928	.483
4-10	.246	.088	2.799	.006	.046	2.799	.795
11-20	.124	.076	1.634	.104	.016	1.634	.369
21-29	.103	.078	1.324	.188	.011	1.324	.260

The multivariate analysis of variance in the public confidence domain is presented in Table 15. The Wilks' Lambda was greater than alpha .05. At alpha .05, the null hypothesis that years of experience and position did not differ among superintendents', principals', and teachers' views on public confidence is accepted. Therefore, it appeared that there is not a significant difference with years of experience and position in principals' and teachers' perceptions on public confidence. However, contract status does appear to significantly impact perception based on Alpha < .024. Therefore, annual contract holders believe that the public views the school

systems in South Carolina negatively. This may be because they have not been employed in the school system very long. The educator's may be recent college graduates or may have moved into the state and have not been formally evaluated. As a result, these educators may feel that public's confidence in the school systems is more positive that what those educators who have been in the classroom or in the educational field for a long time believe the perception of the public is.

Table 15

Wilks' Lambda Results in the Public Confidence Domain

Parameter	B	Std. Error	t	Sig.	Partial *Eta* Squared	Noncent. Parameter	Observed Powera
K-5 Teacher	.055	.055	.991	.323	.006	.991	.166
6-8 Teacher	.085	.053	1.605	.110	.016	1.605	.358
K-5 Principal	.095	.052	1.820	.071	.020	1.820	.440
6-8 Principal	.077	.057	1.363	.175	.011	1.363	.273
Continuing	-.129	.080	-1.621	.107	.016	1.621	.364
Annual	-.208	.091	-2.276	.024	.031	2.276	.619
At-Will	-.122	.092	-1.323	.188	.011	1.323	.260
0-3	-.079	.078	-1.009	.314	.006	1.009	.171
4-10	.017	.044	.394	.694	.001	.394	.068
11-20	-.009	.038	-.236	.813	.000	.236	.056
21-29	-.005	.039	-.139	.890	.000	.139	.052

The multivariate analysis of variance in the teacher outcome domain was presented in Table 16. The Wilks' Lambda alpha was greater than .05 in all domains. At Alpha .05, the null hypothesis that years of experience, position, or contract status did not differ among superintendents', principals', and teachers' views on teacher outcomes were accepted. Therefore, it appeared that there was no significant difference with years of experience, position, or contract

status in principals' and teachers' perceptions on teacher outcomes. There was not a significant difference in regards to years of experience, position, and contract status in the teacher outcome domain.

Table 16

Wilks' Lambda Results in the Teacher Domain

Parameter	B	Std. Error	t	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power[a]
K-5 Teacher	.004	.076	.055	.956	.000	.055	.050
6-8 Teacher	.068	.073	.939	.349	.005	.939	.154
K-5 Principal	.089	.072	1.243	.216	.009	1.243	.235
6-8 Principal	.031	.078	.393	.695	.001	.393	.068
Continuing	-.016	.108	-.144	.886	.000	.144	.052
Annual	.025	.123	.205	.838	.000	.205	.055
At-Will	.179	.125	1.433	.154	.013	1.433	.296
0-3	-.016	.108	-.144	.886	.000	.144	.052
4-10	.025	.123	.205	.838	.000	.205	.055
11-19	.179	.125	1.433	.154	.013	1.433	.296

The multivariate analysis of variance in the school outcome domain is presented in Table 17. The Wilks' Lambda alpha was greater than .05 in all domains. At Alpha .05, the null hypothesis that years of experience, position, or contract status did not differ among superintendents', principals', and teachers' views on school outcomes were accepted. Therefore, it appeared that there was no significant difference with years of experience, position, or contract status in principals' and teachers' perceptions on school outcomes. There was not a significant difference in regards to years of experience, position, and contract status in the school outcomes domain.

Table 17

Wilks' Lambda Results for School Domain

Parameter	B	Std. Error	t	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power[a]
K-5 Teacher	.057	.093	.617	.538	.002	.617	.094
6-8 Teacher	.006	.089	.071	.944	.000	.071	.051
K-5 Principal	-.062	.088	-.704	.483	.003	.704	.108
6-8 Principal	-.113	.095	-1.186	.237	.009	1.186	.218
Continuing	.022	.128	.174	.862	.000	.174	.053
Annual	.096	.146	.655	.514	.003	.655	.100
At-Will	.273	.148	1.842	.067	.021	1.842	.449
0-3	.026	.132	.198	.843	.000	.198	.054
4-10	.096	.074	1.291	.199	.010	1.291	.250
11-19	-.002	.064	-.039	.969	.000	.039	.050
20-29	-.002	.066	-.030	.976	.000	.030	.050

Qualitative Data Analysis

Survey Part 2

Description of Interview Sample

In addition to completing the survey, the participants were given an opportunity to participate in an interview. Two superintendents, two principals (one from each level), and two teachers (one from each level) were sought to participate in the interview process. However, there was an overwhelming response by the principals, but only one superintendent agreed to be interviewed. The interviewees were selected based on the demographic information provided in position, years of experience, and contract status. These conditions were taken into consideration and the participants were contacted.

Participants in the interview section represented a range of demographic characteristics. The majority of the interviews were male and most had been in education for over 20 years. The

majority of the respondents were principals, although at least one from each group agreed to participate in the interview portion of the study. Surprisingly, no annual contract holders asked to participate. Most of the respondents held a continuing contract. One interviewee held a TERI contract and the other held an At-will. Based on the number of participants who agreed to the phone or face-to-face interview, a total of seven were selected: one superintendent, four principals (two elementary and two middle), and two teachers (one elementary and one middle). Table 18 provided information on the interview participants.

Table 18

Participant Demographic Information for Interviews

Assignment	Experience	Contract Status	Test Grade Status	Gender	School Level
Assistant Superintendent	28	Continuing	NA	F	District
Principal 1	30	TERI	NA	M	Middle
Principal 2	32	At Will	NA	M	Middle
Principal 3	15	Continuing	NA	F	Elementary
Principal 4	21	Continuing	NA	M	Elementary
Teacher 1	22	Continuing	8th	F	Middle
Teacher 2	12	Continuing	4th	F	Elementary

To protect the participant's identity, the names of each participant and the school name or district were omitted. Preserving anonymity was crucial in the study as some teachers and principals did not want to speak on the record regarding their views on NCLB and PASS testing in South Carolina.

Non-participants

Attention should be given to those superintendents, principals, and teachers who chose not to participate in the study since non-participants shape results to a point. Possible reasons why superintendents, principals, and teachers may have chosen not to participate in the present

study were discussed further. As mentioned earlier, some of the participants indicated that district policy would not allow them to complete the survey. Another reason indicated was that some teachers could not open up the survey from their work computer due to filters on district computers. Several educators indicated that they could not open the survey. Therefore, teachers did not complete the survey at the same response rate as other participants. Another reason may have been that the survey went to the SPAM folder on the computer, which was not noticed by the recipient. A non-participant stated that he already voiced his concerns on state testing with the State Department of Education, and he did not wish to share those thoughts again. In addition, because the survey was sent out near the closing of school, superintendents, principals, and teachers were too busy with end of the year activities to complete the survey, although several attempts were made during the summer to remind them of the importance of the questionnaire.

Interview Questions

Interview questions (see Appendix D: 1-7 for interview instrument used) focused on the five research questions. Respondents were asked to expand the answer whenever further clarification was needed. Six main themes were identified in the interview and from the open-ended question on the survey, and these were described below. Table 19 listed the most common themes found in the interviews and open-ended survey responses.

Table 19

Common Themes for Interviews and Open-Ended Question on Survey as coded in NVivo

Theme	Number of Sources
Apples to apples	7
Cover standards	7
Standards in curriculum	7
Cut scores	6
Measures of Academic Progress	6
Principal stress or pressure	6
Adequate Yearly Progress	5
National test or standards	5
Teacher stress and pressure	5
Teach to the test	5
Aligned to standards	4
Apples and national test	4
Collaborative planning	4
Feedback	4
Time constraints	4
Accountability	3
Curriculum mapping	3
Finances or funding	3
Staff development	3
Student stress and pressure	3

Themes

Theme 1: Apples to Apples

Of the seven participants interviewed, all participants commented how every state, district, or school should be compared with other demographically similar states, districts, or schools. All states should administer the same test and/or at least set the same cut score. Test score reporting was not an accurate indication of how well the students were performing in South Carolina when these scores were compared to other states with lower cut scores. Therefore, these states had more of their students scoring proficient or advanced on their high-stakes test. Typical comments illustrate this point:

(Superintendent 1) It's difficult to work in a state with such high standards and low test scores because of that. If we used the same cut scores as some of the other states, we would have at least 90% of our student population proficient/advanced. But we set our standards high and it costs us (Appendix D-1).

(Principal 3) Let us take the same test as other states . . . we are among the lowest scoring state in the nation. Yet the rigor of our test and our cut scores are ranked second in the nation (Appendix D-4).

(Principal 4) But you can't compare the upper echelon schools with other blue-collar schools because it isn't fair…They don't have the advantages or opportunities that the other schools have and it shows in their test scores (Appendix D-5).

(Teacher 1) We need all states to have the same level for proficient as everyone else, which means we'll all be operating on the same playing field. That means the perceived level of proficiency is equal…South Carolina has one of the highest standards in the nation… (Appendix D-6).

(Teacher 2) Every state should test the same. The cut off scores should be equal. It is not fair to have one state have lower cut-scores and other states to raise the bar and have the levels set so high. It makes our state look like it is failing when, if reality, it could be out performing other states if we had lower cut scores (Appendix D-7).

(Questionnaire 2) I think ALL fifty states should use the same standardized test (Appendix D-8).

(Questionnaire 52) SC government has set goals so high that few schools can attain them. PACT/PASS is much more difficult than other states' tests (Appendix D-8).

(Questionnaire 60) We need to be tested and ranked nationally. We do not need a test just for S.C. (Appendix D-8).

(Questionnaire 62) Schools with unlike demographics are compared unfairly to one another (Appendix D-8).

Theme 2: Cover Standards

Principals and teachers said that teachers were required to teach all standards outlined by the state. This meant that some students did not master the concepts during a set amount of time on instruction. All parties agreed that if the standards were covered then teachers were not teaching the test; however, some teachers felt they were teaching the test and not teaching for mastery of a skill. Typical comments illustrate this point:

(Superintendent 1) If we teach the standards that the state department requires, then the curriculum doesn't necessarily have to change….We want our students to master the material that is aligned with state standards. If we cover the standards, and students can master the concepts, then test scores will improve (Appendix D-1).

(Principal 4) We teach standards. By that I mean we cover what is required. Test scores will improve if we teach the standards (Appendix D-5).

(Teacher 2) We make sure that the standards are covered in the textbooks and then we go to supplemental resources….Instruction is focused on state standards. If standards are taught then they should be aligned with the test (Appendix D-7).

(Questionnaire 2) I want to teach my students concepts with mastery. There is not any room to expand on concepts the students have an interest in (Appendix D-8).

(Questionnaire 70) Sometimes the curriculum is too broad at certain age levels. Students are not able to get into depth with a topic before they must move on to cover all of the standards (Appendix D-8).

Theme 3: Standards in Curriculum

The principals and teachers indicated that standards were in the curriculum and that the textbook was a supplement to the information provided. The teachers were able to locate other forms of information in order to teach all the standards. Two participants indicated that there were too many standards to teach in a school year and before one concept or skill was mastered, the teacher had to move on to another one in order to make sure that all standards were taught during that year. Typical comments illustrate this point:

(Principal 1) This school district implants standards in curriculum. Students are identified and instructional methods are utilized to address standards and competencies….Our teachers are much more aware of standards and embedding them into the curriculum (Appendix D-2).

(Principal 2) Align the curriculum with state standards and at [my school] we use collaborative planning (Appendix D-3).

(Principal 3) The curriculum is based on state standards and that's the curriculum that is taught….They cover different states and it is not always the standards that South Carolina has (Appendix D-4).

Theme 4: Cut Scores

All parties agreed that a standardized cut score, the minimum score for each level of accountability, should be issued to all states. A cut score is a specified point on a score scale such that scores at or above that point are interpreted or acted upon differently from scores below that point (http://nces.ed.gov/statprog/2002/glossary.asp). If each state was going to administer a different high-stakes test, then, at the very least, all states need the same cut score. Some states, like South Carolina, for instance, set a high cut score because the expectation was that everyone passed; however, other states set a low-cut score in order that more students would be deemed proficient or advanced which made their schools look more productive to businesses and stakeholders. Typical comments illustrate this point:

(Superintendent 1) If we used the same cut scores as some of the other states, we would have at least 90% of our student population proficient/advanced (Appendix D-1).

(Principal 3) The rigor of our test and our cut scores are ranked second in the nation (Appendix D-4).

(Teacher 2) Every state should test the same. The cut off scores should be equal. It is not fair to have one state have lower cut-scores and other states to raise the bar and have the levels set so high (Appendix D-7).

(Questionnaire 73) Cut scores are too high and unrealistic (Appendix D-8).

Theme 5: Measures of Academic Progress Test

Another area that all educators agreed was the use of MAP testing. Everyone that was interviewed stated that their school or district used MAP two or three times a year which gave the teachers an idea of what concepts or skills the students were knowledgeable of and those areas that students needed extra attention to master. They said this form of assessment gave immediate feedback and helped the teachers and administrators really see how much a child learned throughout the school year. It let the

principals know how well a teacher performed by the scores that the student makes. Palmetto Achievement Challenge Test or Palmetto Assesment of State Standards (PACT/PASS) did not offer this because the students had advanced to the next grade level by the time the scores are back from the previous year. Typical comments illustrate this point:

(Principal 1) In South Carolina, we are trying to get the information back to the teachers and students in regards to their accountability assessment. In this district, we use MAP testing in which our teachers have immediate access to areas that the students are struggling with and can focus on those standards in the curriculum. As a result, schools are more aware of the importance of standards in curriculum…It is a much better indicator of where our students are performing (Appendix D-2).

(Principal 2) MAP testing is a better indicator for student needs. Not all school districts use this form of testing but we give this test twice a year to benchmark where our students are so that our teachers can make adjustments in the lessons (Appendix D-3).

(Principal 3) We need to use a nationally normed test like MAP (Appendix D-4).

(Teacher 1) We should test every school – have a benchmark tests for improvement such as MAP…That is why MAP testing is so important and could be beneficial to every school because it offers immediate feedback so that the teachers in each subject can see areas of concern and offer remediation immediately, not just at the beginning of the school year when PASS results have come back (Appendix D-6).

(Questionnaire 3) I like the MAP testing in that it shows me, as the year is progressing, where instruction needs to shift for a specific child (Appendix D-8).

(Questionnaire 5) MAP is a much better indicator the students' performance and it is less intimidating (Appendix D-8).

(Questionnaire 7) New measurements, such as the MAP testing from NWEA, which measures where a student is and how far the child progresses from that beginning point...that is a more truthful measurement of the teacher/schools efforts (Appendix D-8).

(Questionnaire 65) One test should not determine the success or failure of a student or teacher's ability. We use the MAP test, which I feel is a more accurate assessment of student performance although we test students 3 times a year (Appendix D-8).

Theme 6: Stress or Pressure

Stress or pressure was the sixth theme for principals, teachers, and students. All indications that stress was real and viable were evident throughout the analysis. Although students may not understand the magnitude of state testing, they were held accountable for their scores by future placement in core classes or by advancing to the next grade level. Teachers and principals even lost their jobs if scores did not improve or the schools may face takeover by the State Department of Education.

These themes illustrated what superintendents, principals, and teachers perceived as high-stakes testing. These results were supported by the survey data.

> (Superintendent 1) As for teachers, they feel more pressure to have their student's achieve but that is one of our main goals in the district – close the achievement gap between our students…How can we expect them to be on grade level by 2016? We are going to do our best but it is highly unlikely that ALL students will be proficient…And students…we want our students to graduate so we pressure them in a way to stay in school (Appendix D-1).

> (Principal 2) We feel pressure because it is a benchmark by which schools are judged without teaching to the test…There is more pressure on teachers and students (Appendix D-3).

> (Teacher 1) There is a moderate degree of pressure to improve - based on the way South Carolina tests students, it's difficult to track teachers which is important in a child's score. There is more pressure on principals as a whole because it is the perception of the school and if it is a magnet school, it can have heavy-handed effects (Appendix D-6).

> (Teacher 2) Principals feel extreme pressure to improve test scores because they will lose their jobs if they are consistently not meeting AYP…Teachers are under pressure to improve scores but they feel they are doing everything they can to teach the curriculum (and the test)…Teachers lose their jobs if they are continuously not successful getting their students to the advanced/proficient level…Students feel slight pressure to perform well because it could mean getting into advanced level classes (Appendix D-7).

> (Questionnaire 41) I feel that students get burned out on all of the testing that they have to take...I think that too much emphasis and pressure are put on testing (Appendix D-8).

(Questionnaire 58) Teachers tend to teach to the test. The students stress level increases…(Appendix D-8).

(Questionnaire 78) Too much pressure is put on the students, which cause them to be overwhelmed and perform poorly on this state standardized test…(Appendix D-8).

(Questionnaire 82) Very high stress levels on low-income area schools with lower test scores. Teachers suffer consequences of trying to keep up with higher income areas...(Appendix D-8).

Research Questions Addressed

Qualitative data gathered from the interviews and open-ended questions on the survey provided answers to five of the six research questions. The sixth research question was answered by the quantitative data.

Research Question One

What changes, if any, have school districts made to instructional methods to increase test scores?

Most of the respondents indicated that their district provided a variety of instructional methods. These methods varied from program implementation to state takeover of individual schools. Programs or software such as Reading 180, Academy of Reading and Math, Dibels, Dominie, and Reading Recovery were just a few of the programs that several school districts have employed. These programs focused on specific areas that students who scored below basic or basic on the PACT/PASS were placed. Collaborative planning, curriculum mapping, and additional personnel were also used to help increase test scores by way of instruction. Typical comments illustrate this point:

(Superintendent 1) We have implemented programs such as Academy of Reading and Academy of Math which is a computer based intervention program that supplements reading and math….We also have Reading 180 in some of the schools, which is another reading intervention program for students in 4-12 grade….We also have Reading Recovery in the early grades. This intervention program works with the lowest achieving first graders in order to develop strategies in reading and writing…Also, some of our

elementary schools use DIBELS or Dominie with the early grades. This provides a benchmark for the teacher and gives them an indication of what areas in reading a child may need extra help… (Appendix D-1).

(Principal 1) If you teach the standards, then you won't have to teach to the test...Also, a good curriculum, if written properly and the delivery is there, you are teaching the competencies and you won't have to teach the test. We also increase professional development to ensure teachers understand the procedures and the importance of the assessments that we use here (Appendix D-2).

(Principal 3) We use collaborative planning so that we are not planning by self, but we all stay on the same page regardless of what teacher we have (Appendix D-4).

(Principal 4) We teach standards….We also cover the curriculum vertically or spirally…We use collaborative planning as well as vertical planning so that each level knows what the children are expected to cover (Appendix D-5).

(Teacher 1) We look at standards addressed in each grade level. We are provided additional personnel to schools not meeting standards in core subjects. We are given additional instructional coaches…The State also sends out district instructional facilitators whose job is assist teachers in lessons planning, professional development and test-taking (Appendix D-6).

(Teacher 2) We have also been given additional personnel such as district instructional facilitators and instructional coaches to help with low-test takers (Appendix D-7).

Research Question Two

What changes, if any, have school districts made to curriculum to increase test scores?

A couple of respondents indicated that curriculum changes were not necessary due to teaching state standards; however, some respondents indicated that changes were necessary to help increase test scores such as MAP testing, curriculum alignment, and mapping. By teaching the standards, then the curriculum does not have to change in order to produce higher test scores, and the textbooks were used as supplemental material not the only source. Typical comments illustrate this point:

(Superintendent 1) We are targeting our at-risk students early so they won't get too far behind. If we teach the standards that the state department requires, then the curriculum doesn't necessarily have to change (Appendix D-1).

(Principal 1) Our teachers are much more aware of standards and embedding them into the curriculum...In this district, we use MAP testing which our teachers have immediate access to areas that the students are struggling with and can focus on those standards in the curriculum (Appendix D-2).

(Principal 2) Align the curriculum with state standards and we use collaborative planning (Appendix D-3).

(Principal 3) The curriculum is based on state standards and that's the curriculum that is taught...They follow state standards and the time schedules all goes strategically (Appendix D-4).

(Principal 4) We make a concerted effort in curriculum mapping...We use the textbook as a resource not as the one and only source (Appendix D-5).

(Teacher 1) They change the curriculum – they allow an ample amount of time to address standards and have increase time blocking schedules. Textbook selection is another area. They allow teachers to use supplemental materials to further the curriculum (Appendix D-6).

(Teacher 2) We use curriculum mapping with each grade level…Collaborative planning is also used (Appendix D-7).

Research Question Three

How does high-stakes testing affect instruction, teachers, and students?

High-stakes testing affects instruction, teachers, and students in a variety of ways. Stress was a big factor in the testing program with students and teachers. Teachers were pressured to increase test scores in order to help close the achievement gap, and students were pressured to graduate. Instruction was affected in the way the material was delivered to the students. Different modalities were used in the presentation of lessons. Typical comments illustrate this point:

(Superintendent 1) More time is focused on getting students to the proficient/advanced level…High-stakes testing holds us more accountable to students who may tend to slip through the cracks and get left behind. As for teachers, they feel more pressure to have their students achieve…close the achievement gap between our students…we want our students to graduate so we pressure them in a way to stay in school (Appendix D-1).

(Principal 1) [Instruction] It is how we deliver standards to the students. We encourage our teachers to use all modalities in order to reach each child. Secondly, teachers, to a degree, must work diligently to deliver students the curriculum and cover the standards in a way that is creative and useful. And as for the students, teachers are held accountable for all different students, which gives broad breath for analysis and review (Appendix D-2).

(Principal 3) Teachers teach what is on the test...If you teach, you test what is tested – it is a road map is laid out for you (Appendix D-4).

(Teacher 1) Schools that don't meet AYP are given additional staffing from the state department. Principals are removed if AYP is not met. Students can choose different schools if the school they attend doesn't meet AYP and the district must provide allow it (Appendix D-6).

(Teacher 2) Instruction is focused on state standards...Teachers lose their jobs if they are continuously not successful getting their students to the advanced/proficient level. They are constantly scrutinized if their students fail or are lacking in a particular subject. Students are allowed to transfer to other schools which met AYP. Students feel slight pressure to perform well because it could mean getting into advanced level classes (Appendix D-7).

Research Question Four

To what extent do principals and teachers feel pressure to improve students' test scores?

Students were not the only ones who were identified to feel pressure from the participants. Respondents indicated that principals and teachers felt pressure in regards to high-stakes testing and the push to increase test scores. Principals face demotion or job loss if scores do not improve, while teachers may lose their job as well. Teachers taught to the test because they thought that it was the only way to improve test scores. Typical comments illustrate this point:

(Superintendent 1) I wouldn't say they feel pressure to improve test scores…If we cover the standards, and students can master the concepts, then test scores will improve. Our principals work with the teachers by providing instructional coaches to help them with classroom management, lesson plans, and long range planning (Appendix D-1).

(Principal 1) Media has more to do with that than anything – by comparing schools and districts in the news….By comparing schools and districts is a disservice

because not all districts or schools are comprised of the same population… To think that everyone is going to be proficient is asinine…(Appendix D-2).

(Principal 2) We feel pressure because it is a benchmark by which schools are judged without teaching to the test (Appendix D-3).

(Principal 3) We have fewer assemblies and fewer field trips. Any activity has to be matched to state standards before, during, after in order to improve (Appendix D-4).

(Teacher 1) There is a moderate degree of pressure to improve…it's difficult to track teachers which is important in a child's score. There is more pressure on principals as a whole because it is the perception of the school and if it is a magnet school, it can have heavy-handed effects (Appendix D-6).

(Teacher 2) Principals feel extreme pressure to improve test scores because they will lose their jobs if they are consistently not meeting AYP….Teachers are under pressure to improve scores but they feel they are doing everything they can to teach the curriculum (and the test) (Appendix D-7).

(Questionnaire 41) I feel that students get burned out on all of the testing that they have to take. I do not feel that the State tests are an indicator to a student's full potential b/c [SIC] some students just aren't good test takers. I think that too much emphasis and pressure are put on testing (Appendix D-8).

(Questionnaire 78) Too much pressure is put on the students which causes them to be overwhelmed and perform poorly on these state standardized test. The students are so burnt out that the test results do not even seem valid (Appendix D-8).

Table 20

Common Themes throughout the Interviews Based on Individual Responses

	Superintendent	Principal #1	Principal #2	Principal #3	Principal #4	Teacher #1	Teacher #2	Survey	Total
P, T, S pressure or stress	2	0	3	0	1	3	2	11	17
apples to apples	1	2	0	2	2	2	1	9	16
teach to the test	1	1	0	2	0	0	1	11	14
false impression	0	2	0	0	0	0	0	13	13
finances or funding	0	0	0	0	0	1	0	11	12
national test or standards	1	0	0	2	0	0	1	9	12
cover standards	1	1	0	3	1	1	2	4	11
MAP testing	0	2	2	0	1	2	1	4	8
time constraints	1	1	0	1	0	0	0	7	8
cut scores	1	2	0	2	0	1	1	3	7
data collection	0	0	0	0	1	0	0	4	5
feedback	0	4	0	1	0	1	0	3	5
home environment	0	0	0	0	1	0	0	4	5
narrow curriculum	0	0	0	2	0	0	0	3	5
standards in curriculum	1	2	1	2	1	1	1	0	5
apples and national test	1	0	1	1	0	0	1	3	4
AYP	0	0	1	1	1	1	1	1	4
quit profession	0	0	0	0	0	0	0	4	4
too many standards	0	0	0	1	0	0	0	3	4
aligned to standards	1	0	0	0	1	0	1	1	3
collaborative planning	0	0	1	1	1	0	1	0	3
curriculum mapping	0	0	0	0	1	1	1	0	3
burnout	0	0	0	0	0	0	0	2	2
staff development	0	1	0	0	0	1	0	1	2
teacher fired	0	0	0	0	0	0	1	1	2
accountability	1	1	1	0	0	0	0	1	1
lack of creativity	0	1	0	0	0	0	0	1	1

Summary

This chapter outlined and analyzed the data gathered to address five of the six research questions for the study. Superintendents', principals', and teachers' opinions were gathered concerning the likely effects of high-stakes testing in South Carolina public schools. Participants responded to an email survey containing 52 statements in five domains. No practically significant main effects or interaction effects were found as a result of the analyses of variance. The only area with significant differences was in the school domain with the main effects of contract status and years of experience.

The results of the data analyses that were used to describe the sample and address the five research questions posed for the study have been presented in this chapter. The conclusions and recommendations based on these findings can be found in Chapter 5. Chapter 5 reviews the purpose of the research study, examines the findings, and offers conclusions and recommendations.

CHAPTER 5

SUMMARY, FINDINGS, AND RECOMMENDATIONS

My purpose in this study was to describe superintendents', principals', and teachers' perceptions about the outcomes that were a likely result from the implementation of South Carolina PACT/PASS and from testing requirements for meeting No Child Left Behind. After completing a literature review, I found a study completed by Margheim (2001), which was based on a similar theoretical framework that I was using in South Carolina public schools. I adapted and sent the survey via Survey Monkey to a sample of superintendents and principals from email addresses published on the South Carolina State Department of Education website. The teacher email addresses were more difficult to locate. A random school was selected from an alphabetized list and then two to three teachers from each school were randomly selected based on a test grade (3-8). The survey was emailed to a total of 729 South Carolina educators in early June 2009. Surveys were received and included in the survey results until early August of 2009. A total of 374 surveys were returned for a return rate of 52%.

Survey responses were coded in Statistical Program for Social Sciences (SPSS 17.0) and descriptive statistics were tabulated for three independent (demographic) variables in five domains and then converted into tables. A multivariate analysis of variance (MANOVA) was computed to determine if educator opinions were significantly influenced by the three independent variables: contract status, years of experience, and position or a combination of the three. Tables were generated for these data.

When the data from the email survey were analyzed, mean responses were compared by domain areas to a favorable midpoint of 2.5 on a scale where 1.0 represents a high favorable rating and a 4.0 represents an unfavorable rating. The mean scores in each domain far exceeded the midpoint of 2.5 in every domain except public and school outcomes. The mean averages ranged from 2.0 to 2.5, respectively. Mean domain scores for public confidence domain, teacher outcomes, and student outcomes were approximately 2.11, 2.67, and 2.72, respectively, in regards to position, years of experience, and contract status. All positions across the board, found high-stakes testing in South Carolina unfavorable in teacher outcomes. However, school outcomes were found to be neutral with educators holding a TERI contract and elementary principals. Middle school principals showed favorable results in school outcomes which may be due to the school environment being more conducive to learning. That is, regardless of the years of experience or contract status, the respondents did not like the school environment in which they worked.

In instructional practices, educators with 30+ years of experience scored neutral on this area as well as elementary and middle school principals and superintendents. All other educators viewed instructional practices negatively. This may be due to teachers being in the classroom on a daily basis and they understand what is expected of them. They may not be allowed to get creative with the lesson plans and tend to view the instructional domain a little more negatively than those educators who have been out of the classroom and acting in other roles such as principal or superintendent. The only area that showed favorable results with everyone was public confidence. The participants all viewed the public's faith in the school system positively.

This may be due to an increase in parental involvement or the information being obtained from the media may be shown more positively.

The MANOVA indicated superintendents', principals', and teachers' opinions did not vary significantly by any variables studies or by any combination of the variables. The following were findings: (1) Responses from superintendents, principals, and teachers with 0-3 years did not vary significantly from those with 30+ years experience except in the instructional domain. (2) Responses from teachers with more experience did not vary significantly from those with less years of experience. (3) Responses from superintendents, principals, and teachers did not vary significantly among the positions except in the school domain. Elementary and middle school principals and superintendents viewed school outcomes neutrally whereas elementary and middle school teachers viewed school outcomes more negatively. (4) Responses from superintendents, principals, and teachers were not affected by the interaction between contract status and years of experience. (5) Responses from superintendents, principals, and teachers did not show significant interaction between position and contract status. (6) Responses from superintendents, principals, and teachers did not show significant interaction between position and years of experience. (7) Responses from superintendents, principals, and teachers did not show significant interaction among contract status, position, and years of experience. In other words, teacher opinions were remarkably alike regardless of position, the length of time in the educational system, or what type of contract an educator held. In short, even though I surveyed a systematic sample of educators from across South Carolina, the views of this group of respondents were remarkably similar which may be because they work in the educational environment and all share the same views of the testing program based upon first hand knowledge or information learned through the college level educational classes. In spite of whether one was a superintendent with 30 or more

years with a continuing or TERI contract or a first year teacher with an annual or at-will contract, the views of the high-stakes testing program were the same.

Findings of Interview Data

Seven superintendents, principals, and teachers were interviewed from a total of 84 who indicated a willingness to be interviewed. Interviewees were randomly selected from this group according to position, years of experience, and contract status. Only one superintendent agreed to an interview. Principals overwhelmingly were eager to participate while teachers were not as willing to participate in the interview portion of the study. I believe principals participated because most of them were working on or held an advanced degree and knew the importance of participation on surveys. Teachers, on the other hand, were busy with schoolwork such as grading papers, writing lesson plans, and so on. Teachers did not understand the importance of their input in the survey or how the study could impact them in the future. Data were analyzed with QSR NVivo 8. Several themes emerged from this analysis such as apples to apples, MAP testing, and standards in the curriculum. However, an analysis showed that the majority of participants had an unfavorable opinion of outcomes from PACT/PASS testing. Thus the results of this study may help policymakers understand the effects high-stakes testing placed on instruction, superintendents, principals, and teachers.

The findings reported herein were based upon the evaluation and analysis of data collected from 374 educators in interviews or from the open-ended survey item questions related to their perceptions of high-stakes testing and No Child Left Behind. The statistical significance resulted from a multivariate analysis of variance value less than the Alpha of .05.

Conclusions

After examining the data presented herein, I offered the following as conclusions from this study: (1) The sample of South Carolina public school educators who participated in the study held views that were relatively unfavorable toward PACT/PASS testing and associated policies. For example, all the groups held a negative opinion in areas of student outcomes and teacher outcomes. (2) Superintendents, principals and teachers were less unfavorable in their views about outcomes. In other words, educators did not agree with student outcomes, instructional practices, and teacher outcomes based on their responses in the study; however, they agreed with the outcomes in public confidence. For example, the participants perceived the public to have faith in the public school system. (3) Superintendents', principals', and teachers' opinions did not vary significantly by the independent variables identified in the study. Years of experience, contract status, and position, and combinations of these variables were not significantly associated with differences in opinions about outcomes from PACT/PASS testing. (4) Respondents offered a variety of suggestions for the PACT/PASS testing program such as not having a test at all or having every state in the nation use the same test or cut scores. Other recommendations were to let the teachers teach and have the students master the material before moving to the next set of standards.

Discussion of Survey Data and Interview Data

There are several assumptions as to why the results were similar across positions, years of experience, and contract status. Margheim (2001) posited that the different groups may have read the same educational literature. As superintendents read articles or attended workshops, they in turn passed this information along to principals, who in turn passed the information to teachers. They may have attended similar staff development or professional development

activities (Margheim, 2001). Again, it may have been a top down effect or based on the needs of the school. Educators may have experienced an increased level of frustration due to media reporting of scores or they may have observed the negative components in their own classrooms of No Child Left Behind when high-stakes testing results were used for AYP purposes. These different groups of educators may have read or heard about punishment or rewards for principals and teachers provided test scores increased or the results could be a combination of all of these factors.

The purpose of the interview portion was to broaden the depth of understanding about superintendents', principals', and teachers' opinions expressed in the survey. The telephone interviews clarified key conclusions derived from the survey data. For example, the interview participants were asked what changes have been made in the district to help increase test scores. More information was necessary because the survey instrument did not go into great detail about programs or initiatives used to target increasing test scores.

Policy Considerations

While working on this research study for the past several months, a question occurred to me that needed an answer. Based upon Margheim (2001) question, if all the information in this study were accurate, and educators in the public schools in South Carolina had an unfavorable opinion of high-stakes testing program, what alternative course of action should be applied? Based on my study, my recommendations were to adjust the cut scores accordingly, i.e. look at the cut scores from across the nation and decide what the range of scores should be for meeting proficient or basic on PASS. The next recommendation was to give local school districts the ability to make decisions regarding curriculum and instruction. When the local schools districts have the authority to say what is taught and is based on what the needs of the community are,

then there is shared ownership in decision-making. Governmental agencies need to address the financial concerns of each district and balance those with the same demographic content. Although tax money is generated based on the area of county that one lives, the state needs to make areas equal in regards to funding. Poverty laden areas in certain counties do not have funds to purchase equipment or materials necessary to help students from impoverished areas. For example, while some schools qualify for Title 1 funds, those funds may be used to pay additional personnel in the school. Some school areas may not qualify for Title 1 funds, but do not have local funds to purchase classrooms of computers, software or other equipment teachers need to be globally competitive. Another recommendation would be the use of a normed assessment tool throughout the year in order to work with students who are at-risk. Benchmark tools, such as MAP testing, could enable teachers to identify areas in which a student needs to focus. This assessment tool might also show growth from one semester to the next and might help place students in the appropriate classes based on their scores.

First, I considered adjusting the cut scores on the new PASS test. I am not recommending that the state lower our standards or expectations of our students, but if the media and stakeholders were only concerned with making AYP and leaving no child behind, we could adjust them in order to inflate our scores. Although I do not recommend this, I would recommend adjusting the cut scores accordingly, i.e. look at the cut scores from across the nation and decide what the range of scores should be used for meeting proficient or basic on PASS. Perhaps state policy developers should examine ways to compare similar schools based on demographics and release information to the media by that factor. Although the participants in this study held a favorable opinion of the public confidence in the schools, the media alerts parents and other community members to how well the schools are performing. We could

artificially set standards low in order to make sure our students pass. Most schools in South Carolina were not meeting AYP but gains were being made in the school or in the district as a whole. The best course of action may be to look at NAEP scores to see where the scores are and then adjust the states PASS scores to match. Typical comments illustrate this point:

> (Superintendent 1) We are always going to have accountability whether federally or state mandated. We just need to be consistent with our tests (Appendix D-1).

> (Principal 3) Yet some national group says that we are among the lowest scoring state in the nation. Yet the rigor of our test and our cut scores are ranked second in the nation (Appendix D-4).

> (Teacher 2) Every state should test the same. The cut off scores should be equal. It is not fair to have one state have lower cut-scores and other states to raise the bar and have the levels set so high…If you are going to compare us with other states, then it should be on the basis of either same test or same cut scores – apples to apples (Appendix D-7).

> (Questionnaire 73) Cut scores are too high and unrealistic (Appendix D-8).

Secondly, I would give local school districts the ability to make decisions regarding curriculum and instruction and without state required standards which tell the teachers how to do their jobs and what materials to use. Given the state sets the standards and guidelines as to what should be covered for the high-stakes test, teachers should be able to incorporate any material they feel will help their students be successful. I would suggest that the State Department of Education provide initiatives or other programs that may help superintendents, principals, and teachers find ways to solve learning problems in their own schools. Typical comments illustrate this point:

> (Questionnaire 51) They are missing the real reason why students are failing…The Education Oversight Committee (EOC) is the other problem they don't have clues of what [is] going on in the public schools yet they make allot [SIC] of the decision that effect [SIC] the schools (Appendix D-8).

(Questionnaire 63) Because the results came back in March of this year there is no useful data to guide decisions based on the results of a test that is flawed (Appendix D-8).

Third, governmental agencies need to address the financial concerns of each district and distribute the finances equitably among all districts. Title 1 money is given to those districts that have a high poverty rate. There are some districts that are located in the affluent areas of cities that use their Parent-Teacher-Student Association to help with extra supplies or instructional materials, but then there are other districts or schools that are disadvantaged by these practices. They do not have an active enough PTSA and still have a high poverty rate, but not sufficiently high to qualify for Title 1. These schools could use extra funds and services, yet the tax base does not generate enough funds for the schools to implement programs that may improve learning for at-risk students. Typical comments illustrate this point:

(Principal 3) Districts will have to invest in computers and the program but it really does help the teachers at my school know exactly where the students are and what concepts need to be focused on throughout the year {Referring to MAP testing} (Appendix D-4).

(Teacher 1) Equal funding would also be nice that way those school districts in poverty stricken areas will have the same advantage as those from the wealthy counties. We should look at income and include an economic inflation rate (Appendix D-6).

(Questionnaire 34) Funding for testing will increase - Funding for curriculum material and resources will decrease (Appendix D-8).

(Questionnaire 51) They are missing the real reason why students are failing. Resources (monies, salaries for teachers, and better condition of schools are just a few problems in SC.) (Appendix D-8).

Lastly, all the respondents suggested MAP testing, which is a nationally normed test which provides immediate feedback to teachers. All districts and schools in the state of South Carolina should use a normed assessment tool throughout the year in order to work with students who are at-risk. This test can be administered up to three times a year to everyone in the school. This assessment tool offers immediate feedback to the teacher and to the students and it is a

powerful indicator of how well children will perform in the higher lever classes. Having MAP scores makes it easier to place students appropriately in classes when students move in and out of districts. Typical comments illustrate this point:

(Principal 1) We use MAP testing which our teachers have immediate access to areas that the students are struggling with and can focus on those standards in the curriculum. As a result, schools are more aware of the importance of standards in curriculum (Appendix D-2).

(Principal 2) MAP testing is a better indicator for student needs…Legislation says we are always going to have testing, but we need other indications of growth such as MAP (Appendix D-3).

(Principal 3) Let us take the same test as other states, which NAEP does but not everyone takes it…We need to use a nationally normed test like MAP (Appendix D-4).

(Principal 4) We also make K-2 map test...We're given every opportunity to have a hand in the accountability of our school (Appendix D-5).

(Teacher 1) South Carolina has one of the highest standards in the nation. We don't necessarily have to give the same test, but we need to have the same equal grouping of scores…. Also, instant remediation would be wonderful. That is why MAP testing is so important and could be beneficial to every school because it offers immediate feedback so that the teachers in each subject can see areas of concern and offer remediation immediately, not just at the beginning of the school year when PASS results have come back (Appendix D-6).

(Questionnaire 3) I like the MAP testing in that it shows me, as the year is progressing, where instruction needs to shift for a specific child (Appendix D-8).

(Questionnaire 5) MAP is a much better indicator of the students' performance and it is less intimidating (Appendix D-8).

(Questionnaire 7) New measurements, such as the MAP testing from NWEA, which measures where a student is and how far the child progresses from that beginning point...that is a more truthful measurement of the teacher/schools efforts. Even with that system there are uncontrolled home/environmental factors...but, still, it is far more reflective of the quality of work from the teacher/school (Appendix D-8).

(Questionnaire 65) One test should not determine the success or failure of a student or teacher's ability. We use the MAP test which I feel is a more accurate assessment of student performance although we test students 3 times a year (Appendix D-8).

Suggestions for Future Research

As a result of my research, recommendations for future research are: (1) The present study should be replicated with a different sample of South Carolina educators to learn more about attitudes toward the state testing program and related standards. This study might include those who teach special education classes, as they also must test on grade level even though the students may be several reading levels behind. Although my own study indicated relatively unfavorable teacher attitudes about PACT/PASS testing, these conclusions should also be confirmed before they are acknowledged. (2) Demographic information of schools with improved PACT/PASS test scores should be examined in order to determine what programs they used to increase scores. (3) Parental opinions should be examined in another study regarding high-stakes testing. There has not been a study focused on the parents of elementary and middle school children about South Carolina's use of PACT/PASS test. (4) Student attitudes should be examined in another study to determine their attitudes about high-stakes testing. What do students know about standards? Is the curriculum enriching? Are standards fair for everyone? What about scoring? Is it equal?

There are numerous opportunities to examine PACT/PASS testing in South Carolina. Further studies need to be conducted in this area nationwide in order to see the true effects of No Child Left Behind.

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Appendix A-1
Cover Letter

May 31, 2009

Dear Colleague:

I am a doctoral candidate in educational leadership at the University of Alabama, and I am completing my studies with the guidance of Professor Daisy Arredondo-Rucinski. As a former teacher in regular education and now as a guidance counselor, I have important questions about South Carolina's state-mandated testing in public schools. Research conducted on this topic has mixed results. Researchers caution the potentially harmful effects from high-stakes testing whereas some research has found it to be beneficial. I am interested in what South Carolina educators think about this debate. My goal is to accurately describe superintendents', principals', and teachers' opinions on this topic.

I have attached the following instrument to help describe what you perceive as the results from South Carolina's curriculum and testing program. Because the survey is being sent to a small, representative sample of educators in the state, your response is very important. Please share your thoughts on this subject.

Your responses to the questionnaire will be held in strictest confidence. No responses will be identified with any individual, school, or district. Only the email addresses of those who did not return a survey will be sent a follow-up survey. Completion of the questionnaire should require no more than 10 minutes. Please complete and return the survey by June 30, 2009.

Thank you for your help with my dissertation study.

Sincerely,

Sharon Knight
University of Alabama
Doctoral Candidate

Appendix A-2
Survey Instrument
Likely Outcomes of South Carolina's Curriculum and Testing Program

	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
1. The testing program raises the status of public education in the state.	1	2	3	4
2. Teaching practices emphasizes rote recall of facts.	1	2	3	4
3. Students feel too much anxiety about PACT/PASS.	1	2	3	4
4. The goal of classroom testing is to improve high-stakes test scores.	1	2	3	4
5. Schools with low PACT/PASS scores are told how to improve.	1	2	3	4
6. Schools' decision-making authority is reduced.	1	2	3	4
7. The public is more confident in South Carolina's public schools.	1	2	3	4
8. Financially disadvantaged students fail PACT/PASS tests in disproportionately high numbers.	1	2	3	4
9. Teachers experience increased self-esteem.	1	2	3	4
10. Teachers in PACT/PASS test grades ask to transfer to another grade.	1	2	3	4
11. Students with academic learning disabilities fail PACT/PASS in disproportionately high numbers.	1	2	3	4
12. Students' writing competency improves significantly.	1	2	3	4
13. Teaching practices improves.	1	2	3	4
14. Schools are empowered to develop their own vision for student outcomes.	1	2	3	4
15. Teaching practices emphasize a curriculum that is too narrow.	1	2	3	4
16. Schools with high PACT/PASS scores are perceive by the public as good schools.	1	2	3	4
17. The public supports increased taxes to significantly raise teacher salaries	1	2	3	4
18. Teachers are less happy in their jobs.	1	2	3	4
19. Teachers worry about their students' PACT/PASS test scores.	1	2	3	4
20. More low-achieving students are retained in school.	1	2	3	4
21. Teaching practices begin to resemble PACT/PASS tests.	1	2	3	4
22. The curriculum will give schools autonomy to make their own decisions.	1	2	3	4
23. Schools with low PACT/PASS scores are perceived by the public as bad schools.	1	2	3	4
24. More teachers stop teaching to accept other jobs.	1	2	3	4
25. Students' attitudes are more negative about attending school.	1	2	3	4
26. There is an increase in teacher absenteeism.	1	2	3	4
27. Opinion polls indicate greater confidence in South Carolina's educators.	1	2	3	4
28. The publication of PACT/PASS test scores encourages schools to define their own instructional problems.	1	2	3	4
29. More low-achieving students drop out of school.	1	2	3	4
30. Too much teaching time is spent preparing students for the PACT/PASS test.	1	2	3	4
31. Teachers develop more positive attitudes about teaching.	1	2	3	4
32. Teachers experience greater stress due to the PACT/PASS testing program.	1	2	3	4
33. The public places greater faith in teachers.	1	2	3	4
34. Threats by the state to take over low-achieving schools cause them to improve.	1	2	3	4

	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
35. Less time is devoted to topics not addressed on PACT/PASS tests.				1234
36. Minority students fail PACT/PASS tests in disproportionately higher numbers.				1234
37. Students' scores on nationally normed test improve.				1234
38. Teachers experience greater satisfaction with teaching as a career.				1234
39. Teachers worry more about their job security.				1234
40. Students with low PACT/PASS scores are tracked into low-level classes.				1234
41. Students' reading comprehension improves significantly.				1234
42. More time is devoted to teaching critical thinking.				1234
43, Schools with low PACT/PASS scores have less autonomy to make their own decisions.				1234
44. More citizens express faith in the teaching profession.				1234
45. Parents are less likely to criticize teachers' performance.				1234
46. Teachers worry that low PACT/PASS scores damages their reputation.				1234
47. Teachers have greater authority to choose curriculum topics.				1234
48. Public support for schools is determined by school PACT/PASS scores.				1234
49. Students' math competency improves significantly.				1234
50. More teachers complain about "burnout."				1234
51. More low-achieving students are placed in special education classes.				1234
52. Students experience less joy in learning.				1234

Please list any other outcomes you think are likely to occur as a result of South Carolina's curriculum and testing program.

_____
_____
_____
_____

Demographic Information

Note: The following information will be used for statistical comparisons only. It will not be associated with any individual.

1. Your years of experience in public education (counting this year):

___0-3 ___4-10 ___11-19 ___20-29
___30+

2. Your primary teaching assignment this year (check only one):

___K-5 ___6-8 ___9-12 ___Guidance
___Special Education ___Librarian ___Other

3. Your contract status (this year):

___Continuing contract status ___Non-continuing status

4. Are you teaching a grade or subject in which your students will be taking one or more accountability tests (PASS)? ___Yes ___No

5. Name of your school: _____

6. Name of your school district: _____

7. Interview Opportunity _____

After all questionnaires are returned, I would like to interview a small number of educators by phone or face-to-face to gain an even greater perspective on South Carolina's curriculum and testing program.

If you would be willing to talk to the researcher about these topics in a brief telephone interview, please include your name and a telephone number where you can be contacted below. Your opinion is greatly appreciated!
Name: _____ Phone Number(s): _____
Best time of day to call: _____

APPENDIX B

Survey Domains, Domain Descriptions, and Related Items

Domain1: Effects of high-stakes testing on student outcomes.

Description: This domain assesses the educator's beliefs about how high-stakes testing are likely to affect student's feelings regarding school and achievement.

Domain 2: Effects of high-stakes testing on instruction.

Description: This domain assesses the educator's beliefs about how high-stakes testing are likely to affect teacher's instruction in the classroom.

Domain 3: Effects of high-stakes testing on school management.

Description: This domain assesses the educator's beliefs about how high-stakes testing are likely to affect the school's authority to make decisions.

Domain 4: Effects of high-stakes testing on public confidence in schools.

Description: This domain assesses the educator's beliefs about how high-stakes testing are likely to affect the public's faith in South Carolina public schools.

Domain 5: Effects of high-stakes testing on teacher autonomy, health, and satisfaction.

Description: This domain assesses the educator's beliefs about how high-stakes testing is likely to affect teacher's authority and freedom to make decision regarding the classroom. It also examines if a teacher's emotional well-being and relative happiness with the profession is affected.
Adapted from Margheim, 2001.

Domains and Items from the Survey of Perceived Effects of No Child Left Behind in South Carolina Schools, June 2009

1. Beliefs about the effects of high-stakes testing on *student outcomes*
    - 3. Students feel too much anxiety about PACT/PASS.
    - 8. Financially disadvantaged students fail PACT/PASS tests in disproportionately high numbers.
    - 11. Students with academic learning disabilities fail PACT/PASS in disproportionately high numbers.
    - 12. Students' writing competency improves significantly. (R)
    - 20. More low-achieving students are retained in schools.
    - 25. Students' attitudes are more negative about attending school.
    - 29. More low-achieving students drop out of school.
    - 36. Minority students fail PACT/PASS tests in disproportionately higher numbers.
    - 40. Students with low PACT/PASS test scores are tracked in low-level classes.
    - 41. Students' reading comprehension improves significantly. (R)
    - 49. Students' math competency improves significantly. (R)
    - 51. More low-achieving students are placed in special education classes.
    - 52. Students experience less joy in learning.

2. Beliefs about the effects of high-stakes testing on *instruction*
    - 2. Teaching practices emphasize recall of facts.
    - 4. The goal of classroom testing is to improve high-stakes test scores.
    - 13. Teaching practices improve. (R)
    - 15. Teaching practices emphasize a curriculum that is too narrow.
    - 21. Teaching practices begin to resemble PACT/PASS tests.
    - 30. Too much teaching time is spent preparing students for the PACT/PASS test.
    - 35. Less time is devoted to topics not addressed on PACT/PASS tests.
    - 42. More time is devoted to teaching critical thinking. (R)

3. Beliefs about the effects of high-stakes testing on *school management*
    - 5. Schools with low PACT/PASS scores are told how to improve.
    - 6. Schools' decision-making authority is reduced.
    - 14. Schools are empowered to develop their own vision for student outcomes. (R)
    - 22. The curriculum will give schools autonomy to make their own decisions. (R)
    - 28. Opinion polls indicate greater confidence in South Carolina's educators. (R)
    - 34. Threats by the state to take over low-achieving schools cause them to improve.
    - 43. Schools with low PACT/PASS scores have less autonomy to make their own decisions.

4. Beliefs about the effects of high-stakes testing on *public confidence in schools*
    1. The testing program raises the status of public education in the state.
    7. The public more confident in South Carolina's public schools. (R)
    16. Schools with high PACT/PASS scores are perceived by the public as good schools.
    17. The public supports increased taxes to significantly raise teacher salaries. (R)
    23. Schools with low PACT/PASS scores are perceived by the public as bad schools.
    27. Opinion polls indicate greater confidence in South Carolina's educators. (R)
    33. The public places greater faith in teachers. (R)
    44. More citizens express faith in the teaching profession. (R)
    45. Parents are less likely to criticize a teacher's performance. (R)
    48. Public support for schools is determined by school PACT/PASS test scores.

5. Beliefs about the effects of high-stakes testing on *teacher autonomy, health, and happiness*
    9. Teachers experience increased self-esteem. (R)
    10. Teachers in PACT/PASS test grades ask to transfer to another grade.
    18. Teachers are less happy in their jobs.
    19. Teachers worry about their students' PACT/PASS test scores.
    24. More teachers stop teaching to accept other jobs.
    26. There is an increase in teacher absenteeism.
    31. Teachers develop more positive attitudes about teaching. (R)
    32. Teachers experience greater stress due to the PACT/PASS testing program.
    38. Teachers experience greater satisfaction with teaching as a career. (R)
    39. Teachers worry more about their job security.
    46. Teachers worry that low PACT/PASS test scores damages their reputation.
    47. Teacher have greater authority to choose curriculum topics. (R)
    50. More teachers complain about "burnout".

Statements marked with (R) were reverse scored. For example, those answered as 4 were scored as 1; those answered as 3 were scored as 2; those answered as 2 were scored as 1; and, those answered as 1 were scored as 4.
Adapted from Margheim, 2001.

APPENDIX C

Measures of Central Tendency for Dependent Variables

Descriptive Statistics

	N	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Student Domain	314	2.71	.312	.404	.138	.503	.274
School Domain	330	2.56	.275	-.009	.134	1.131	.268
Public Domain	323	2.07	.197	-.284	.136	-.075	.271
Teacher Outcomes	197	2.67	.242	.274	.173	.289	.345
Instructional Domain	328	2.64	.356	.121	.135	.342	.268

APPENDIX D-1

Superintendent #1
All Levels

Researcher: What changes, if any, have schools districts made to instructional methods to increase test scores?

Superintendent #1: In my district, we have implemented programs such as Academy of Reading and Academy of Math which is a computer based intervention program that supplements reading and math to those who are below basic in either area. We also have Reading 180 in some of the schools, which is another reading intervention program for students in 4-12 grade. This program focuses on vocabulary, comprehension, and fluency. There is also an acceleration program which is designed to help students who were retained in previous years and are older than normal, reach their correct grade level. All of these programs have been successful in my district.

We also have Reading Recovery in the early grades. This intervention program works with the lowest achieving first graders in order to develop strategies in reading and writing. If we can reach these children early enough, then we will have less students in special education and potentially scoring below basic on PASS. Also, some of our elementary schools use DIBELS or Dominie with the early grades. This provides a benchmark for the teacher and gives them an indication of what areas in reading a child may need extra help. These running records provide valuable information from one grade level to the next.

Researcher: What changes, if any, have school districts made to curriculum to increase test scores?

Superintendent #1: We haven't really made any changes to the curriculum itself. We have more programs available to our below basic students which I discussed earlier and we are targeting our at-risk students early so they won't get too far behind. If we teach the standards that the state department requires, then the curriculum doesn't necessarily have to change.

Researcher: How does high-stakes testing affect instruction, teachers, and students?

Superintendent #1: Let's take the first one, instruction. More time is focused on getting students to the proficient/advanced level. We are using whatever means is necessary to help them get back on grade level. High-stakes testing holds us more accountable to students who may tend to slip through the cracks and get left behind.

As for teachers, they feel more pressure to have their student's achieve but that is one of our main goals in the district – close the achievement gap between our students. Each child has the opportunity to learn on grade but we know that it's not going to happen overnight and we're going to need more than three years to turn it around. There are those students who are slow learners and there are those who have learning disabilities that prevent them learning on grade level. They may be as many as 5 years behind their peers. How can we expect them to be on

grade level by 2016? We are going to do our best but it is highly unlikely that ALL students will be proficient.

And students…we want our students to graduate so we pressure them in a way to stay in school. Our graduation rate has increased over the past couple of years because we want them to earn their diploma and become successful members of society.

Researcher: To what extent do principals and teachers feel pressure to improve students' test scores?

Superintendent #1: I wouldn't say they feel pressure to improve test scores. We want our students to master the material which is aligned with state standards. If we cover the standards, and students can master the concepts, then test scores will improve. Our principals work with the teachers by providing instructional coaches to help them with classroom management, lesson plans, and long range planning. We don't encourage our teachers to teach to the test. We want them to teach the foundational skills or the next set of skills that they are going to need to be successful in the next grade level. We want them to have the necessary skills to be able to compete in the 21st century.

Researcher: What recommendations do you have regarding high-stakes testing?

Superintendent #1: We are always going to have accountability whether federally or state mandated. We just need to be consistent with our tests. We need to compare apples to apples. It's difficult to work in a state with such high standards and low test scores because of that. If we used the same cut scores as some of the other states, we would have at least 90% of our student population proficient/advanced. But we set our standards high and it costs it.

APPENDIX D-2

Principal #1 Interview
Middle School

Researcher: What changes, if any, have school districts made to instructional methods to increase test scores?

Principal #1: This school district implants standards in curriculum. Students are identified and instructional methods are utilized to address standards and competencies. Some districts encourage teaching to the test which I am dead set against it. If you teach the standards, then you won't have to teach to the test. I don't believe this district encourages that because we want our students to know the material not just be able to regurgitate it on the test.

Also, a good curriculum, if written properly and the delivery is there, you are teaching the competencies and you won't have to teach the test. We also increase professional development to ensure teachers understand the procedures and the importance of the assessments that we use here.

Researcher: Okay, what about changes, if any, have school districts made to curriculum to increase test scores?

This school district uses strands which reflect on the first question asked. Our teachers are much more aware of standards and embedding them into the curriculum. For example, standards are identified in the essential question with what is going to be done or taught. Standard citations are identified which are being discussed in class. We now use a more purposeful statewide assessment. In South Carolina, we are trying to get the information back to the teachers and students in regards to their accountability assessment. In this district, we use MAP testing which our teachers have immediate access to areas that the students are struggling with and can focus on those standards in the curriculum. As a result, schools are more aware of the importance of standards in curriculum.

Researcher: That's interesting. How does high-stakes testing affect instruction, teachers, and students?

Principal #1: Let's take the first one, instruction. It is how we deliver standards to the students. We encourage our teachers to use all modalities in order to reach each child.
Secondly, teachers, to a degree, must work diligently to deliver students the curriculum and cover the standards in a way that is creative and useful. And as for the students, teachers are held accountable for all different students, which gives broad breath for analysis and review. They are more accountable for more things. The staff has to cover it all for teachers to be effective. There is a higher level of accountability. Teachers are the group that really feels the affects of high-stakes testing. More accountability needs to be placed on the students and the family.
Researcher: To what extent do principals and teachers feel pressure to improve students' test scores?

Principal #1: Media has more to do with that than anything – by comparing schools and districts in the news. It is about using PASS results effectively. By comparing schools and districts is a disservice because not all districts or schools are comprised of the same population. There are certain schools in our district that are great schools but they will never make AYP because of the criterion that goes with it. If we look at SAT scores, which measure a student's aptitude, districts and stakeholders are pleased, but state assessment is not designed that way. The data has been abused and misused. To think that everyone is going to be proficient is asinine. Special needs population will never make AYP and it is foolish to think it's going to happen by 2016. NCLB just doesn't make sense.

Researcher: And finally, what recommendations do you have regarding high-stakes testing?

Principal #1: We need to reflect and get a reasonable approach to what is going to be accomplished by 2016. States can set expectations or standards of performance anywhere they want. For example, take the Bar exam. We don't wait until the students take the test and then decide to the raise the score after the fact. The goal is the bull eye, not where the arrows end up.

The results are not back when needed. We test in April/May and the results aren't back until mid-summer. What good does that do our teachers or students? Here we use MAP test which is a benchmark from year to year and our teachers adjust accordingly. It is a much better indicator of where our students are performing. High-stakes testing is a money market and involves politics. We have to spend money but we want more bang for the buck.

Policymakers or test-makers don't consider instructional time it takes to give a test or how it does not give immediate feedback, or what good the results show. We come back off of summer break and give the students a benchmark test during the first part of the year. Maybe we need to put the high-stakes accountability test at the beginning of the year because of the timing of the test and responsiveness of getting back the results. It would make more sense to have it where the teachers can actually use the information and help the students be more successful. We need some consistency. All states set a bar but it's not the same bar. We need immediate feedback so that we can provide instruction based on the results and have a quick turnaround. We need real time testing – adjust instruction and fix it.

State test -- don't do it.

Researcher: Thank you for your time. I appreciate your candor and the information that you gave me with each question.

APPENDIX D-3

Principal #2 Interview
Middle School

Researcher: What changes, if any, have school districts made to instructional methods to increase test scores?

Principal #2: There is a strong emphasis on standards. MAP testing is a better indicator for student needs. Not all school districts use this form of testing but in {my district} we give this test twice a year to benchmark where our students are so that our teachers can make adjustments in the lessons.

Researcher: What changes, if any have school districts made to curriculum to increase test scores?

Principal #2: Align the curriculum with state standards and at {my school} we use collaborative planning. Our teachers meet regularly with their team to discuss issues with student's to see if they notice a problem and then they adjust or refer accordingly.

Researcher: How does high-stakes testing affect instruction, teachers, and students?

Principal #2: There is more pressure on teachers and students. The students are given a student planner, which they must write their PACT/PASS and MAP scores at the beginning of the year and see how much they improve from year to year. This gives them more ownership of the results and holds them accountable.

Researcher: To what extent do principals and teachers feel pressure to improve students' test scores?

Principal #2: We feel pressure because it is a benchmark by which schools are judged without teaching to the test.

Researcher: Is there anything else you would like to add to that last response?

Principal #2: No.

Researcher: Okay, what recommendations do you have regarding high-stakes testing?

Principal #2: We need a better indicator like a nationally normed test. PASS, the test we give here in South Carolina, is state normed. We hold schools accountable. Legislation says we are always going to have testing, but we need other indications of growth such as MAP. {My school} will never meet AYP because of our special needs population. AYP will never be met so we don't worry about it. We just look to see if we are growing and improving every year. If we are, then we are happy. I have no real recommendations about high-stakes testing.
Researcher: Thank you for your time. I really appreciate your help with my dissertation.

APPENDIX D-4

Principal #3 Interview
Elementary School

Researcher: What changes, if any, have school districts made to instructional methods to increase test scores?

Principal #3: Teaching to the test in state standards is curriculum based on what's being tested and what is being taught. It readily defines what the curriculum is. In the older days, teachers would start with chapter 1 or a special unit (like kindergarten wants to teach dinosaurs but now that is taught in second grade). Butterflies are another unit that is taught in second grade and no longer in kindergarten. Teachers are upset by this. They have to bounce around the textbooks in order to cover the standards. It is no longer teaching the entire textbook in order, our teachers have to be flexible and adapt to what the state says that each grade level needs to cover. Also, planning on curriculum. It is spelled out and teachers can teach what they want to teach. We use collaborative planning so that we are not planning by self, but we all stay on the same page regardless of what teacher we have.

Researcher: What changes, if any have school districts made to curriculum to increase test scores?

Principal #3: The curriculum is based on state standards and that's the curriculum that is taught. We don't allow fly by the seat of your pants or what the publisher has said to teach. They cover different states and it is not always the standards that South Carolina has. Teachers skip around -- Chapter 2 to Chapter 7 to Chapter 3. It's not sequential which messes up the teachers. They follow state standards and the time schedules all goes strategically.

Researcher: How does high-stakes testing affect instruction, teachers, and students?

Principal #3: Teachers teach what is on the test – if you are testing German when you teach French that is not good. You teach and test only French. If you teach, you test what is tested – it is a road map is laid out for you.

Researcher: To what extent do principals and teachers feel pressure to improve students' test scores?

Principal #3: Are you kidding me? We live and breathe curriculum and teach standards – everything works around them. We have fewer assemblies and fewer field trips. Any activity has to be matched to state standards before, during, after in order to improve. The curriculum is usually put into lesson plans and research.

Researcher: What recommendations do you have regarding high-stakes testing?

Principal #3: I have a lot. We need to compare apples to apples, oranges to oranges. Let us take the same test as other states, which NAEP does but not everyone takes it. Legislation is a stepping-stone. In 3 years everyone should be proficient/advanced. Now it is 17%. We have to raise the scores by 75% in a year or two. We don't meet AYP – but we can artificially set standards low in order to make sure our students pass.

I have to gripe a minute about PASS – a criterion based test. We receive no information on failure rate or if we did poorly because we don't receive this information in a timely manner. We do not compare apples to apples but yet some national group says that we among the lowest scoring state in the nation. Yet the rigor of our test and our cut scores are ranked second in the nation. We need to use a nationally normed test like MAP.

Researcher: I have gotten a lot of comments about MAP testing. Is it really as good an indicator as everyone says?

Principal #3: I believe that it is. We are able to see the results immediately so we are able to help our students quicker than the regular PACT or this year's PASS test. I think it would be wise for the state department to look into this form of assessment because in the long run I believe that it could save the state precious resources like money. Districts will have to invest in computers and the program but it really does help the teachers at my school know exactly where the students are and what concepts need to be focused on throughout the year.

Researcher: Thank you so much for your time. This information is very helpful for my study.

APPENDIX D-5

Principal #4 Interview
Elementary

Researcher: What changes, if any, have school districts made to instructional methods to increase test scores?

Principal #4: We teach standards. By that I mean we cover what is required. Test scores will improve if we teach the standards. We cover the basics. It is a skill spiral which gradually builds from year to year. We make sure to use standards and support documents to cover the curriculum. We also cover the curriculum vertically or spirally. Each grade level prepares each grade for the next. We use collaborative planning as well as vertical planning so that each level knows what the children are expected to cover.

Researcher: What changes, if any have school districts made to curriculum to increase test scores?

Principal #4: We make a concerted effort in curriculum mapping. We do not teach what is not mapped and we are more aware that textbooks do not cover the skills. We use the textbook as a resource not as the one and only source. Curriculum mapping is vital at every level.

Researcher: How does high-stakes testing affect instruction, teachers, and students?

Principal #4: I am very nervous when the tests are in the building. I don't touch them because I never want there to be any questions about it. The test coordinator is the Assistant Principal or the Counselor. We also make K-2 map test. For them to have their share of testing it makes the students and the teachers consciously confident in what they do – and it makes sure that the teachers cover what is necessary. We're given every opportunity to have a hand in the accountability of our school. Testing is a healthy awareness. I don't want to do away with testing but maybe not measure it. It should be a measure of how well we did as a class, school, and district. It's not used that way. We are not all equal but we are judged as equals. It's like going to the Doctor. We don't like labeling ourselves and we don't want to be accused of cheating on the test. We are overly cautious; it makes us do what we need to do.

Researcher: To what extent do principals and teachers feel pressure to improve students' test scores?

Principal #4: We need to compare school to school. You know, apples to apples. I've been at each school level and in the district office but I love being a principal. But you can't compare the upper echelon schools with other blue collar schools because it isn't fair. You have parents who went to college, encourage their children, who have the ability and finances to give them every opportunity available to them versus the children who may not know where they are sleeping or when their next meal is coming. They don't have the advantages or opportunities that the other schools have and it shows in their test scores. It is nerve wracking. I had a superintendent compare these two –the upper echelon schools and the blue collar/poverty schools. It was an eye opener. More data analysis needs to be done at every level (state, district, schools, grades). We

need to use triangulation – a variety of data and pull it all together. We have a responsibility to intervention.

Researcher: What recommendations do you have regarding high-stakes testing?

Principal #4: It is too quick to change PACT to PASS. We have the same standards and support documents, but no time to build it up. We had to dig in and we're still held accountable. We need field test items – we look at what the future objectives didn't. It is too quick of a turnaround –We now have Advanced/Proficient scores relabeled EXPLEMARY -- Met and not met. I am anxious to see how it comes out. It is a learning curve.

Fourth and Seven takes every subject. This year, sixth grade had done well on PACT and most were selected to take Social Studies, yet one of the world wars is not covered. What they should know about the war is covered at the next level.

Researcher: Thank you so much for taking time to speak with me today. I have a lot of valuable information that I can use in my dissertation study.

APPENDIX D-6

Teacher #1
Middle School

Researcher: What changes, if any, have school districts made to instructional methods to increase test scores?

Teacher #1: We look at standards addressed in each grade level. We are provided additional personnel to schools not meeting standards in core subjects. We are given additional instructional coaches (for example, a science instructional coach). The State also sends out district instructional facilitators whose job is assist teachers in lessons planning, professional development and test-taking.

Researcher: What changes, if any have school districts made to curriculum to increase test scores?

Teacher #1: They change the curriculum – they allow an ample amount of time to address standards and have increase time blocking schedules. Textbook selection is another area. They allow teachers to use supplemental materials to further the curriculum.

Researcher: How does high-stakes testing affect instruction, teachers, and students?

Teacher #1: Schools that don't meet AYP are given additional staffing from the state department. Principals are removed if AYP is not met. Students can choose different schools if the school they attend doesn't meet AYP and the district must provide allow it.

Researcher: To what extent do principals and teachers feel pressure to improve students' test scores?

Teacher #1: I don't know if teachers feel the pressure optimally but they do feel they do their job. There is a moderate degree of pressure to improve - based on the way South Carolina tests students, it's difficult to track teachers which is important in a child's score. There is more pressure on principals as a whole because it is the perception of the school and if it is a magnet school, it can have heavy-handed effects.

Researcher: What recommendations do you have regarding high-stakes testing?

Teacher #1: I say throw testing away. I know that is unrealistic, so we need all state to have the same level for proficient as everyone else which means we'll all be operating on the same playing field. That means the perceived level of proficiency is equal. South Carolina has one of the highest standards in the nation. We don't necessarily have to give the same test, but we need to have the same equal grouping of scores.

We should test every school – have a benchmark tests for improvement such as MAP. Accountability addresses students but we shouldn't take 5 days to give it to everyone. We need to do just a sampling of the population like NAEP does. And if we do keep the same test, we do not need to go in depth but maybe we could test in depth every three years and include every subject.

Equal funding would also be nice that way those school districts in poverty stricken areas will have the same advantage as those from the wealthy counties. We should look at income and include an economic inflation rate. Also, instant remediation would be wonderful. That is why MAP testing is so important and could be beneficial to every school because it offers immediate feedback so that the teachers in each subject can see areas of concern and offer remediation immediately, not just at the beginning of the school year when PASS results have come back.

APPENDIX D-7

Teacher #2
Elementary Teacher

Researcher: What changes, if any, have school districts made to instructional methods to increase test scores?

Teacher #2: MAP testing is given to each student twice a year starting in second grade. My school starts in kindergarten because it is a way to see what the children are entering school with and how far they advance or grow within the year. We have also been given additional personnel such as district instructional facilitators and instructional coaches to help with low-test takers.

We have a reading recovery program in place. Those students who did not score well on MAP reading are placed with parent permission into a small group setting to work on reading skills. Some will test out by year and others will stay in the group and possibly are referred to our assistance team for help.

Researcher: What changes, if any have school districts made to curriculum to increase test scores?

Teacher #2: We use curriculum mapping with each grade level. We make sure that the standards are covered in the textbooks and then we go to supplemental resources. Collaborative planning is also used. We get together as a grade level and make sure that we are all on the same page and then if anyone has any creative ideas we share those as well. A couple of times a year we do vertical planning. We like to know that what we have to cover for our grade level, that the foundational skills have already been covered. This way we do not have to teach something that is not on our grade level.

Researcher: How does high-stakes testing affect instruction, teachers, and students?

Teacher #2: Instruction is focused on state standards. If standards are taught then they should be aligned with the test; however, that is not always the case. Teachers lose their jobs if they are continuously not successful getting their students to the advanced/proficient level. They are constantly scrutinized if their students fail or are lacking in a particular subject.

Students are allowed to transfer to other schools which met AYP. Students feel slight pressure to perform well because it could mean getting into advanced level classes.

Researcher: To what extent do principals and teachers feel pressure to improve students' test scores?

Teacher #2: Principals feel extreme pressure to improve test scores because they will lose their jobs if they are consistently not meeting AYP. Principals move teachers around in order to put teachers where they feel they could be more beneficial. Teachers are under pressure to improve scores but they feel they are doing everything they can to teach the curriculum (and the test).

Researcher: What recommendations do you have regarding high-stakes testing?

Teacher #2: Every state should test the same. The cut off scores should be equal. It is not fair to have one state have lower cut-scores and other states to raise the bar and have the levels set so high. It makes our state look like it is failing when, in reality, it could be out performing other states if we had lower cut scores. If you are going to compare us with other states, then it should be on the basis of either same test or same cut scores – apples to apples.

APPENDIX D-8

Comments on Survey Questionnaire

Perceived Effects of No Child Left Behind in South Carolina

Please list any other outcomes you think are likely to occur as a result of South Carolina's curriculum and testing program.	
Answer Options	Response Count
	98
answered question	98
skipped question	274

Number	Response Text
1	Teachers need to be accountable for student learning. The management of getting results back in a meaningful format and timely manner limits the options for assessing student learning and therefore multiple-choice test are given. The NCLB has very meaningful visions, but needs to be implemented in a more productive and feasible manner.
2	Most teachers are teaching to the test. In many instances the test covers to broad of a range of material (i.e. Science, Social Studies) Tests go outside of the realm of grade level standards. Students can just guess on multiple choices. Tests would have more validity if there were a National Based Test required by all the states. Not each state develops their own or just a few states taking one of the many currently on the market. We can't honestly measure our outcomes against other states when we're the only ones taking the test.
3	1. Perception of SC as inferior education, despite the fact that standards and test are among most rigorous nationally. 2. Curriculum is narrowed to prepare for test. Students will have fewer "rich" experiences 3. Continued push for public money for private schools via vouchers. 4. Teacher shortages. 5. Teacher morale deteriorates.
4	Students don't learn for the sake of learning. They learn to do well on a test and get rewarded. I want students to learn to think, learn and be curious for the sake of a high quality of living. Thinking and creating should be rewarded instead of just testing.
5	Too much time and money is spent on preparing for and administering the PACT/PASS Test.
6	Too much pressure is put on the students which cause them to be overwhelmed and perform poorly on this state standardized test. The students are so burnt out that the test results do not even seem valid.
7	Loss of confidence in public education. Decreased public support. This strategy of the right wing agenda to promote tuition tax credits and vouchers and the demise of public education will gain additional momentum.
8	Cut scores are too high and unrealistic.
9	Sometimes the curriculum is too broad at certain age levels. Students are not able to get into depth with a topic before they must move on to cover all of the standards.
10	Businesses are more likely to move to other states, because they believe South Carolina's workforce is not prepared.
11	One test should not determine the success or failure of a student or teacher's ability. We use the MAP test which I feel is a more accurate assessment of student performance although we test students 3 times a year. I feel that the standards are too encompassing for the grade level to master all of them. In 4th grade Social Studies, we begin at the ice age and end with the Civil War. The number of mastery skills needs to be reexamined. I feel that a student can be tired and not perform well on a test. Why should everything we do be focused on one assessment?

12	Tutorial programs to prepare students to take standardized tests; Media coverage of schools exceeding testing expectations and those below average
14	Teachers worry that they will lose their jobs because of low-test scores. Schools with unlike demographics are compared unfairly to one another.
15	We need to be tested and ranked nationally. We do not need a test just for S.C. You must compare apples to apples.
16	Areas with lower income families find their schools filled with students who are low achievers and poor test takers. Higher achievers try to move out of the area/school to schools with better scores. This is not always a result of the teaching practices, but of the financial contributions made to address the situation.
17	Students will only know concepts that will be on the state test and not be knowledgeable of common things like character because it is not a test focal point.
18	Not all questions can be answered with agree/disagree. In our district, elementary placements are not related to PASS/PACT scores. There is some value in tests that measure state standards that are to be taught. SC has seen some improvement since state accountability measures were passed in the 1990's. At my school, we do not overemphasize tests nor forget the whole child. This issue is not a black/white as the survey questions are designed to suggest.
19	Expectations as to test scoring are unrealistic with the current lack of parental support from home in households from low economic conditions.
20	Reliance on South Carolina made test increases perception that our students can't make it on national tests
21	Students are taught to take a test not to become critical thinkers and lifelong learners
22	Labeling of teachers as good or bad teachers
23	I feel that students get burned out on all of the testing that they have to take. I do not feel that the State tests are an indicator to a student's full potential b/c some students just aren't good test takers. I think that too much emphasis and pressure are put on testing.
24	Students do not understand the use and effects of PASS testing which causes them to unmotivated in doing their best during testing.
25	It is frustrating when we prepare all year for students to take these tests, and there is so little feedback. I was teaching when BSAP was the standardized test and we received specific feedback on weaknesses and strengths pertaining to skills taught. Then we knew exactly how to plan for the group that would be coming to us. There is too much stress on the students and teachers, and when we get the scores back, then what????? The only information we receive is who was advanced, proficient, basic, or below basic. This year we will know who was exemplary, those who met the standards, and those who did not. But how are we supposed to improve when we don't have individual weaknesses in some type of report?
26	teaching to the test, narrow curriculum, more sped students
27	Students have lower self-esteem due to low test scores, students with learning disabilities have more anxiety than regular ed students due to their knowledge of low performance
28	South Carolina's curriculum and testing program makes lesson planning more time-consuming for the teacher. Content standards, objectives and learning outcomes must be linked to the curriculum plan. Although the product is a great lesson on paper, a teacher may have has less time focusing on the specific needs of the students in that particular classroom.
29	The attempts of administrators to circumvent the bad appearance of low test scores has led to the exclusion of certain students from special educations programs in an attempt to manipulate the "sub groups" in order to meet the NCLB Annual Yearly Progress. Such manipulation is a horrible affront to the profession of teaching and undermines the goal of any education system. Although I was only privy to one particular incident I am certain that this practice is not isolated.

30	Loss of state revenue: because o our PACT/PASS testing, our schools are rated low. Industry will not come to a state with poorly rated schools.
31	Teachers just get tired of having to teach to the test and being under such time constraints.
32	Students feel they are tested entirely too much. The vigor and length of the ELA tires them out and therefore they do not perform as well on the other tests that follow. Math involves a great deal of reading which may not reflect a true picture of their math skills, especially if they are reading below grade level.
34	Too many students will be lost in the gap who cannot keep up with the curriculum demands. New teachers burn our much more quickly due to accountability and discipline that they have been trained for. There is entirely too much "new staff development" to teach many of the things that were not broken in the first place. MAPS are a much better indicator the students' performance and it is less intimidating.
35	I feel that the education process will focus on "bean-counting" and not how each child is an individual with a specific period where they will be ready to learn a specific concept in their years of development. I like the MAP testing in that it shows me, as the year is progressing, where instruction needs to shift for a specific child. I am waiting for the test results this summer to see if how I taught this past year was more effective than then year before. Those results will not benefit my previous students unless I have dialogue with their new teachers.
36	As a classroom teacher and a parent, I have not found any merit in the present testing program in our state. The outcomes I think will be a result are: promoting students who are not performing on grade level, inclusion (not done with the support needed), teachers leaving the profession in larger numbers, and a false impression of how schools are performing. If your school is rated on the high end at the onset, you are rated lower the next year. There is not any useful information given to a classroom teacher about the student's performance on the test. The students grade is not broken down according to which standards were not mastered, the ability levels of students, etc. Personally, until I receive useful information about student performance, the results are not significant to me. I think ALL fifty states should use the same standardized test. We need to compare apples to apples NOT apples to oranges. Please let me teach. I am in fear that my teaching career will boil down to a perpetual race to "cover" the standards for a useless test. I want to teach my students concepts with mastery. There is not any room to expand on concepts the students have an interest in. This will only get worse as the emphasis continues on a poorly written test.
37	I believe that one day teachers will be scored, paid, and/or retained according to their students' performance.
38	The teachers at low achieving schools will be forced to teach to the test. I feel that teaching to the test takes away from flexibility in the classroom.
39	Result of S C curriculum and testing program has no foundation that help the teachers improve the student's progress. No information is given to explain what the students did wrong or to help improve their progress in the classroom.
40	Teachers will become more restricted in the way that they teach. Parents will take less responsibility for the education of their children.
41	I feel that we test way too much and because of this we are not getting accurate data. Students are numb to testing and see very little value to it so they put little effort into it. If we look at the number of days a year that we either MAP test or PASS test or use other standardized tests you would understand where the students get this attitude.
43	For many students, particularly low achieving students, their only opportunity to read and study the classics is in a school environment. Eliminating this in order to tech to the test, will make their life less rich and diversified. They won't realize what they've missed until it's too late. A teacher's ultimate responsibility is to acquaint a student with what is in the world - allow them to experience everything possible - students shouldn't have an option to say what they like or dislike - they haven't the life experience to make that call - that's why

	teacher's are there to guide them to experience what they don't know about.
44	Teachers that are highly qualified especially in the areas of science and math will seek better more satisfying jobs that have a better monetary return. Teachers must teach to the standards and instructional materials are purchased based on the standards. The amount of paperwork exceeds the actual teaching time.
45	PACT/PASS has increased the expectations to perform in South Carolina.
46	It is impossible to place "judgment" on a school based solely on test scores and connected school ratings. If all that mattered were the scores, then the entire rest of the year outside of the week of PASS simply does not count, matter, make and impact. As a principal, I am a FULL supporter of accountability, school reform, and placing high expectations for all students (ESPECIALLY those in lower SES populations) but I do not think that NCLB helps us to achieve those goals.
47	The budget situation has really hurt our district and school. We do not have enough safety nets for our low achieving students. Our entire district Title money goes to three of the lowest schools, the other schools are higher socioeconomic families with the ability to raise money and we are inner city with no money and feel stuck. There needs to be a fairer way to divide the Title money between the schools. It is discouraging to be compared to schools that are totally unlike yours in your same district. Teacher morale is low and will get lower if something doesn't change.
48	teaching to the test
49	Varied career options Healthier lifestyle
50	Too much emphasis is placed on one test which is given once over a period of weeks. Teachers know that their students are learning even if one test indicates differently. Teaching towards a test or allowing one test to be the guiding force of the curriculum hinders the progressive learning of all students.
51	I just think it is a tool that can be used to measure a student or school's ability or academic progress. All students do not always give 100% on this test because it has no bearing on their pass/fail status for the next grade.
52	The key to the SC testing program is NOT with the PACT/PASS test it is with the curriculum standards that are in place for each subject and each grade level. With a school implementation of standards based instruction it is possible to teach students grade level standards and NOT teach to a test.
53	Because of the extremely high expectations, this state will appear in a negative light simply because it is asking more from students than most states.
54	Increased global learning and opportunities for varieties of testing activities. All relevant outcome results are data collected and analyzed to direct future instruction.
55	Funding for testing will increase - Funding for curriculum material and resources will decrease
56	The curriculum is tough, but while not perfect, it is usable. The testing program is poor, not well designed and not well normed. I would like to see a national normed testing program utilized.

57	A Standards-based system leaves out considering individual students strengths and interests and since teachers who love each subject developed the standards, there are far too many in each subject.
58	This has been a joke for the last eleven years. Huge sums of $$$ wasted and teachers/administrators have been treated suspiciously. No real consequences for students.
59	Decrease in support for public schools.
60	The SC curriculum standards have been great for our state in providing a common language/curriculum. It has been helpful for students who transfer within the state.
61	The public and educators will continue to lose faith in the testing program as long as our success/failure is measured by a different set of standards than other states.
62	Public opinion of testing and scores is not accurate due to misunderstanding of the testing process and the high standards that South Carolina students must meet. The SC-Alt testing process is very time consuming and often times unnecessary for those PMD students who do not have verbal skills and are functioning at very low levels. Time testing should be used for more appropriate instruction in life skills and vocational skills
63	We have done well so I have not seen any problems.
64	Teachers tend to teach to the teas. The students stress level increases. I think we should all give NAPE. It is a normed test that can compare all students nationally.
65	Teachers teach to the test and spend too much time in test prep practices rather than teaching what students need to know for life skills and general knowledge
67	In the long run greater accountability will result in better instructional programs. We need accountability!
68	The US as a whole continues to believe that SC schools are low performing throughout the state
69	The test is a good measure of competency. The problem is that the scale for proficient and advance places SC students at a disadvantage with other states. We are expected to score at a higher standard than the majority of other states. We are becoming very data driven which is not a bad idea. We are beginning to work smarter not harder. Schools that have high poverty are told by the nation that we are at risk because of our teachers. We are at risk because families are being torn a part and no clear values are being taught in the home. MTV and Disney channels are raising our children. Teachers are constantly trying to be "all" for our children and young people. In our school, we are fighting the concept that poverty and low-test scores define us - student and teacher. We continue to make real progress and strive to perform well on all tests. As long as there are politicians, the public will not truly know this or understand the complexities of teaching children who come from high poverty, a dysfunctional family, or a student who is struggling with a disability.
70	I think there is a perception that a standards-based curriculum will result in a deeper level of learning in content areas, but there are so many standards that it forces teachers to "skim the surface" just to get through all the standards by the end of a year. The testing determines which standards will be focused on during the year.
71	Because the results came back in March of this year there is no useful data to guide decisions based on the results of a test that is flawed
72	A tendency to teach to the test...
73	More students not going to college for teaching.
74	I personally believe that schools have permission to accept the academic freedoms that run parallel to acceptance of responsibility in implementation of intentional best practices and lesson planning based on the research and professional organizations aligned with state curriculum standards in CCSD the coherent curriculum. Standardization of national standards would eliminate the game- we need to be engaging our children and building a

	worldwide system of creative readers, writers and thinkers where their strengths in various fields throughout school are recognized, embraced, enhanced and celebrated. Leaders in the field are to set the very best example through our actions and words as well study and know the curriculum and align and standardized the materials, resources, children's literature, manipulatives and programmatic freedoms that are necessary for true success. We need to take responsibility to be intentional and dedicated to the lives of our students. We have a perfect opportunity in the country at this time to reform schools - why do we remain stuck the "poor school models": factory and blank slate models. These need to STOP!
75	time will tell
76	Instructional practices will improve as a result of the NCLB mandate and our testing program. A positive outcome of NCLB and high stakes testing is increased rigor for all students and the use of research based practices.
77	Schools which do not perform well will continue to be considered "poor schools" due to the public's perception that this is the only way to judge the quality of a school
78	Students believe they only go to class to prepare for a test rather than learn new and engaging material.
79	South Carolina's criterion for meeting AYP is misleading. For example, my school has a small African American/Free and Reduced Lunch Population (Same Population). 87% of my total population met the state standard of "Basic" on the 2008 PACT Test. Over 70% of my AA/Free and Reduced Lunch Students met that same basic standard. My school was the only one in the district to receive a "Good" rating on the state report card. We were way above the state average. However, the state "AYP" Criteria uses the levels of Proficient and Advanced. Our school is above the district and state average in those areas also - including the AA and FR populations, however, my African/American and Free/Reduced population did not improve enough in the percentage of students meeting proficient and advanced to meet AYP. Therefore we are considered a failing school! How can a school where over 80% of the students pass the test be considered a failing school? Something is not right with these figures!
80	Teacher and administrative burnout.
81	SC's schools are looked at as "below standard" as compared to the rest of the nation. This comes in direct opposition to the fact that we are third in high standards behind California and Mass. It is harder for our schools to reach the pinnacle that other schools in other states reach. Let's have a national standard test and then see where we measure up, especially in elementary school. I am tired of having higher scores than we have ever had and still be called an average school. My "average" school may be an "excellent" school in Missouri. This is not a fair comparison. We have to get fair to reset the playing field to level. I will put the skills of my staff up against anyone in the country when the playing field is level.
82	Lack of creativity Increased stress Better focus on what needs to be taught Teacher effectiveness improves because teaching is aligned to standards
83	Very high stress levels on low-income area schools with lower test scores. Teachers suffer consequences of trying to keep up with higher income areas. Schools should be judged more on individual progress...not being compared to the highest schools around. We will never be able to catch up to that level. And because of that we have state officials looking over our shoulders, asking what we are doing wrong, and blaming teachers for short comings. Not a fair system. Also not a good idea to have this kind of testing at the end of the year. Especially with grades that are moving on to other schools. The focus is just not there.
84	Standardized practices
85	Discouraged students, parents and teachers. Progress not good enough to keep good schools open and students confident about learning at individual rates.

86	Public schools and public school teachers will continue to be judged based on PASS results and the public will lose faith in public education when the schools are actually doing an excellent job of educating all children from all backgrounds.
87	Greater stress for educators and students that is neither appropriate nor productive.
88	Increased number of teachers and administrators leaving the profession and not enough time spent on important life skills.
89	The goals as written in NCLB are unachievable. It sets the school system up for failure from the outset.
90	The SC government has set goals so high that few schools can attain them. PACT/PASS is much more difficult than other states' tests. We do not compare apples to apples.
91	The outcome we will receive is to be certain that all children are provided with instruction and curricular experiences necessary to help them develop to their full potential. It is my belief that a focus on the standards and support documents improves student achievement. We are creating a level playing field for student success. My school has achieved successful results as measured by our Education Oversight Committee for "Closing the Achievement Gap." We are meeting with success and intend to increase on this success through the provision of what is needed to assist our students in achieving, growing, and developing to their full potential. State standards and support documents assist us in providing the best for our students.
92	Because our test is much more difficult than other states it makes our schools and educational system in South Carolina seem below standard when indeed it is not.
93	Some of the most gifted, dedicated teachers are often working at schools defined as "failing"..... Consequently, some of these may grow discouraged and leave the profession. To the other extreme, some very marginal teachers are retained in 'high achieving' schools...schools where students will excel because of home environment...and consequently, may remain there for 30 years. My point is simply that the standardized test scores are NOT the best measurement of the quality of instruction. New measurements, such as the MAP testing from NWEA, which measures where a student is and how far the child progresses from that beginning point...that is a more truthful measurement of the teacher/schools efforts. Even with that system there are uncontrolled home/environmental factors.....but, still, it is far more reflective of the quality of work from the teacher/school.
94	Focus on outcomes - more attention to data -
95	I believe that we will see more schools not making AYP in the following years.
96	More students will be home-schooled.
97	They are missing the real reason why students are failing. Resources (monies, salaries for teachers, and better condition of schools are just a few problems in SC.) The Education Oversight Committee (EOC) is the other problem they don't have clues of what going on in the public schools yet they make allot of the decision that effect the schools.
98	As a result of SC's curriculum and testing, I believe that we are failing to offer opportunities in the arts and technology. By doing so, our students are missing critical experiences.

APPENDIX E-1

Item Scores by Domain and Experience, Across Respondents and Categories

		Experience														
		0-3			4-10			11-19			20-29			30+		
Items		N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD
	Domain: Student Outcomes															
3	Students feel too much anxiety about PACT/PASS	16	3.13	.885	49	2.82	.782	100	2.70	.835	119	2.65	.755	83	2.80	.761
8	Financially disadvantaged students fail PACT/PASS tests in disproportionately high numbers	16	3.06	.680	50	3.18	.720	98	3.00	.703	118	2.84	.679	83	2.93	.659
11	Students with academic learning disabilities fail PACT/PASS in disproportionately high numbers	16	3.19	.655	49	3.31	.652	97	3.15	.768	114	3.03	.697	83	2.98	.780
12	Students' writing competency improves significantly	16	2.88	.500	48	2.73	.610	94	2.61	.591	114	2.54	.551	82	2.56	.611
20	More low-achieving students are retained in schools	16	2.50	.730	49	2.59	.705	95	2.54	.697	115	2.50	.640	83	2.63	.557
25	Students' attitudes are more negative about attending school	16	2.69	.704	48	2.88	.640	93	2.56	.634	111	2.47	.585	83	2.42	.683
29	More low-achieving students drop out of school	16	3.00	.516	48	3.10	.627	93	2.88	.657	112	2.82	.661	82	2.95	.627
36	Minority students fail PACT/PASS tests in disproportionately higher numbers	15	2.87	.516	48	3.08	.647	93	3.05	.614	108	2.88	.637	83	2.90	.674
37	Students' scores on nationally normed test improve	15	2.73	.458	48	2.56	.616	90	2.43	.654	108	2.51	.555	83	2.52	.549
40	Students with low PACT/PASS test scores are tracked into low-level classes	15	2.87	.516	47	2.83	.601	93	2.72	.632	110	2.57	.598	79	2.58	.569
41	Students' reading comprehension improves significantly	15	2.80	.676	48	2.67	.595	91	2.57	.561	108	2.52	.520	83	2.73	.607
49	Students' math competency improves significantly	15	3.00	.535	46	2.70	.591	91	2.58	.616	106	2.54	.555	83	2.78	.606
51	More-low achieving students are placed in special education classes	15	2.47	.640	48	2.52	.618	92	2.59	.682	106	2.45	.604	82	2.30	.622
52	Students experience less joy in learning	15	2.93	.594	48	2.79	.683	92	2.71	.603	106	2.69	.667	82	2.66	.689
	Student Outcomes Total	14	2.66	0.57	45	2.64	0.60	87	2.53	0.62	104	2.45	0.57	77	2.51	0.59

Appendix E-1 (continued)

Items		Experience														
		0-3			4-10			11-19			20-29			30+		
		N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD
	Domain: Instructional Outcomes															
2	Teaching practices emphasize role recall of fact.	16	2.63	0.62	50	2.62	.725	99	2.38	.681	118	2.32	.639	84	2.25	.674
4	The goal of classroom testing is to improve high-stakes test scores.	16	3.00	0.73	49	2.76	.778	98	2.65	.734	119	2.56	.646	83	2.47	.860
13	Teaching practices improve.	16	2.56	0.51	49	2.65	.663	95	2.51	.581	115	2.36	.651	82	2.43	.648
15	Teaching practices emphasize a curriculum that is too narrow.	16	2.88	0.72	48	2.56	.616	94	2.57	.664	114	2.49	.655	81	2.41	.608
21	Teaching practices begin to resemble PACT/PASS tests.	16	3.06	0.57	48	2.88	.606	92	2.87	.597	113	2.67	.525	83	2.84	.573
30	Too much teaching time is spent preparing students for the PACT/PASS test.	16	3.00	0.82	48	2.90	.722	92	2.82	.694	112	2.80	.655	83	2.81	.706
35	Less time is devoted to topics not addressed on PACT/PASS tests.	15	3.20	0.56	48	3.06	.665	93	2.85	.765	107	3.02	.598	83	3.02	.643
42	More time is devoted to teaching critical thinking.	15	2.60	0.74	47	2.55	.653	91	2.62	.663	107	2.44	.569	84	2.55	.609
	Instructional Outcomes Total	16	2.87	0.66	48	2.75	0.68	94	2.66	0.67	113	2.58	0.62	83	2.60	0.67
	Domain: School Outcomes															
5	Schools with Low PACT/PASS scores are told how to improve.	16	2.25	.577	48	2.54	.683	99	2.41	.714	117	2.50	.727	84	2.49	.843
6	Schools' decision-making authority is reduced.	16	2.75	.683	49	2.80	.577	99	2.67	.571	115	2.65	.608	83	2.75	.713
14	Schools are empowered to develop their own vision for student outcomes.	16	2.69	.602	47	2.72	.682	95	2.57	.630	115	2.47	.640	83	2.63	.711
43	Schools with Low PACT/PASS scores have less autonomy to make their own decisions.	15	3.07	.594	48	2.77	.660	91	2.84	.671	108	2.75	.613	82	2.89	.497
22	The curriculum will give schools autonomy to make their own decisions.	16	2.88	.500	46	2.74	.535	92	2.82	.573	112	2.70	.598	82	2.77	.615
28	Students' attitudes are more negative about attending school.	16	2.44	.727	47	2.51	.688	92	2.45	.701	113	2.50	.643	81	2.62	.603
34	Threats by the state to take over low-achieving schools cause them to improve.	15	2.13	.516	48	2.04	.743	93	2.04	.706	110	2.24	.729	83	1.86	.646
	School Outcomes Total	15.71	2.6	0.6	47.6	2.59	0.65	94.4	2.54	0.65	113	2.54	0.65	82.6	2.57	0.66

Appendix E-1 (continued)

Items		Experience														
		0-3			4-10			11-19			20-29			30+		
		N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD
	Domain: Public Outcomes															
1	The testing program raises the status of public education in the state.	16	2.50	.632	49	2.51	.681	99	2.49	.720	119	2.50	.609	85	2.58	.730
7	The public is more confident in South Carolina's public schools.	16	2.19	.655	49	2.06	.659	99	2.29	.704	119	2.26	.644	83	2.27	.750
16	Schools with high PACT/PASS scores are perceived by the public as good schools.	16	3.19	.655	48	3.42	.647	96	3.22	.714	115	3.17	.639	80	3.35	.576
17	The public supports increased taxes to significantly raise teacher salaries.	16	3.13	.619	48	3.21	.617	94	2.99	.726	114	2.91	.646	82	3.07	.699
23	Schools with low PACT/PASS scores are perceived by the public as bad schools.	16	3.19	.750	48	3.27	.610	94	2.97	.809	113	2.97	.725	83	3.17	.581
27	Opinion polls indicate greater confidence in South Carolina's educators.	16	2.75	.447	47	2.51	.688	92	2.51	.638	111	2.49	.631	82	2.44	.704
33	The public places greater faith in teachers.	15	2.53	.516	48	2.67	.559	93	2.52	.619	109	2.49	.647	83	2.52	.669
44	More citizens express faith in the teaching profession.	15	2.73	.458	48	2.65	.601	90	2.56	.638	107	2.50	.635	83	2.64	.655
45	Parents are less likely to criticize a teacher's performance.	15	2.53	.516	47	2.38	.739	92	2.39	.726	107	2.50	.635	83	2.71	.553
48	Public support for schools is determined by school PACT/PASS test scores.	15	2.93	.594	47	2.89	.598	90	2.73	.650	107	2.69	.621	84	2.73	.717
	Public Outcomes Total	16	2.77	0.58	48	2.76	0.64	94	2.67	0.69	112	2.65	0.64	83	2.75	0.66

Appendix E-1 (continued)

Items		Experience														
		0-3			4-10			11-19			20-29			30+		
		N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD
	Domain: Teacher Outcomes															
9	Teachers experience increased self-esteem	16	2.31	0.48	49	2.04	0.68	96	2.20	0.61	116	2.28	0.66	82	2.01	0.64
10	Teachers in PACT/PASS test grades ask to transfer to another grade	8	2.00	0.00	34	1.94	0.24	67	1.93	0.26	73	1.79	0.41	56	1.89	0.31
18	Teachers are less happy in their jobs	16	2.88	0.62	49	2.78	0.65	96	2.59	0.67	113	2.67	0.62	82	2.82	0.67
19	Teachers worry about their students' PACT/PASS test scores	16	3.31	0.79	47	3.26	0.61	96	3.21	0.66	115	3.18	0.66	83	3.20	0.66
24	More teachers stop teaching to accept other jobs	16	2.88	0.62	48	2.48	0.74	92	2.63	0.62	112	2.61	0.56	82	2.56	0.63
26	There is an increase in teacher absenteeism	16	2.50	0.63	47	2.64	0.61	91	2.56	0.64	112	2.51	0.59	83	2.47	0.70
31	Teachers develop more positive attitudes about teaching	14	2.21	0.43	48	2.31	0.55	93	2.35	0.60	108	2.42	0.58	83	2.19	0.61
32	Teachers experience greater stress due to the PACT/PASS testing program	15	3.40	0.51	48	3.17	0.60	93	3.14	0.73	108	2.94	0.76	83	3.19	0.65
38	Teachers experience greater satisfaction with teaching as a career	15	2.87	0.35	48	2.69	0.69	91	2.70	0.59	109	2.71	0.60	81	2.94	0.58
39	Teachers worry amore about their job security	15	3.00	0.65	48	2.81	0.67	93	2.90	0.68	110	2.79	0.56	81	2.88	0.58
46	Teachers worry that low PACT/PASS test scores damages their reputation	15	3.00	0.65	48	3.06	0.52	91	3.00	0.60	109	3.00	0.54	81	3.10	0.54
47	Teachers have greater authority to choose curriculum topics	15	15.87	13.70	48	18.75	13.47	92	19.33	13.40	106	17.86	13.68	82	21.11	12.78
50	More teachers complain about "burnout"	15	3.27	0.46	46	3.02	0.65	92	2.96	0.68	108	2.87	0.60	82	2.91	0.65
	Teacher Outcomes Total	15	3.81	1.53	47	3.92	1.59	91	3.96	1.60	108	3.82	1.60	80	4.10	1.54

APPENDIX E-2

Item Scores by Domain and Position, Across Respondents and Categories

		Position														
		K-5			6-8			PK5			P678			Superintendent		
Items		N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD
	Domain: Student Outcomes															
3	Students feel too much anxiety about PACT/PASS	86	2.80	.823	86	2.71	.795	102	2.78	.753	57	2.56	.780	37	2.78	.821
8	Financially disadvantaged students fail PACT/PASS tests in disproportionately high numbers	87	2.97	.723	86	2.97	.659	99	3.02	.728	58	3.02	.607	36	2.67	.676
11	Students with academic learning disabilities fail PACT/PASS in disproportionately high numbers	84	3.07	.773	82	3.06	.673	100	3.09	.780	57	3.25	.689	37	3.00	.707
12	Students' writing competency improves significantly	82	2.70	.581	81	2.72	.506	99	2.46	.644	56	2.55	.570	37	2.57	.555
20	More low-achieving students are retained in schools	82	2.56	.755	82	2.38	.641	100	2.55	.575	58	2.74	.609	37	2.62	.594
25	Students' attitudes are more negative about attending school	80	2.68	.591	80	2.71	.660	99	2.39	.636	56	2.41	.654	37	2.54	.650
29	More low-achieving students drop out of school	80	2.78	.729	80	2.95	.571	99	3.02	.606	56	2.95	.585	37	2.78	.750
36	Minority students fail PACT/PASS tests in disproportionately higher numbers	79	2.87	.628	78	2.94	.671	99	2.98	.670	55	3.04	.543	37	3.03	.645
37	Students' scores on nationally normed test improve	78	2.55	.638	78	2.55	.526	97	2.48	.561	55	2.38	.652	37	2.59	.551
40	Students with low PACT/PASS test scores are tracked into low-level classes	78	2.72	.579	79	2.81	.681	98	2.50	.596	54	2.67	.514	36	2.67	.535
41	Students' reading comprehension improves significantly	77	2.69	.613	78	2.62	.540	98	2.61	.636	56	2.61	.493	37	2.49	.507
49	Students' math competency improves significantly	76	2.64	.626	77	2.71	.582	98	2.63	.599	54	2.57	.570	37	2.68	.626
51	More-low achieving students are placed in special education classes	76	2.46	.599	78	2.38	.688	97	2.45	.629	56	2.63	.620	37	2.43	.647
52	Students experience less joy in learning	76	2.78	.580	78	2.83	.653	98	2.64	.677	55	2.62	.623	37	2.65	.753
	Student Outcomes Total	80	2.73	0.66	80	2.74	0.63	99	2.69	0.65	56	2.71	0.61	37	2.68	0.64

Appendix E-2 (continued)

Items		K-5			6-8			PK5			P678			Superintendent		
		N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD
	Domain: Instruction Outcomes															
2	Teaching practices emphasize role recall of fact.	86	2.62	0.74	86	2.44	0.54	101	2.18	0.68	58	2.31	0.63	37	2.32	0.71
4	The goal of classroom testing is to improve high-stakes test scores.	85	2.76	0.77	86	2.65	0.73	101	2.46	0.79	57	2.47	0.66	37	2.78	0.67
13	Teaching practices improve.	84	2.58	0.66	81	2.54	0.57	99	2.30	0.69	57	2.40	0.53	37	2.54	0.61
15	Teaching practices emphasize a curriculum that is too narrow.	80	2.61	0.72	81	2.52	0.61	100	2.47	0.63	56	2.50	0.66	37	2.49	0.61
21	Teaching practices begin to resemble PACT/PASS tests.	80	2.85	0.66	80	2.84	0.60	100	2.81	0.53	56	2.80	0.52	37	2.68	0.53
30	Too much teaching time is spent preparing students for the PACT/PASS test.	80	2.89	0.67	80	2.88	0.74	100	2.77	0.68	55	2.69	0.69	37	2.97	0.64
35	Less time is devoted to topics not addressed on PACT/PASS tests.	79	2.82	0.75	78	3.10	0.68	100	3.05	0.69	53	2.96	0.62	37	2.95	0.40
42	More time is devoted to teaching critical thinking.	75	2.60	0.62	78	2.58	0.71	99	2.44	0.63	56	2.55	0.57	37	2.51	0.51
	Instructional Outcomes Total	81	2.72	0.70	81	2.69	0.65	100	2.56	0.66	56	2.59	0.61	37	2.66	0.58
	Domain: School Outcomes															
5	Schools with Low PACT/PASS scores are told how to improve	85	2.52	.701	86	2.50	.715	100	2.35	.770	57	2.42	.731	37	2.68	.784
6	Schools' decision-making authority is reduced	83	2.83	.621	85	2.67	.521	101	2.68	.647	57	2.56	.627	37	2.76	.723
14	Schools are empowered to develop their own vision for student outcomes	80	2.65	.658	82	2.65	.674	100	2.53	.703	58	2.38	.524	37	2.68	.669
43	Schools with Low PACT/PASS scores have less autonomy to make their own decisions	76	2.86	.647	79	2.84	.649	98	2.88	.579	55	2.75	.615	37	2.70	.520
22	The curriculum will give schools autonomy to make their own decisions	79	2.84	.541	79	2.72	.598	100	2.81	.598	54	2.65	.588	37	2.68	.580
28	Students' attitudes are more negative about attending school	80	2.51	.693	81	2.46	.633	99	2.53	.719	53	2.45	.574	37	2.68	.580
34	Threats by the state to take over low-achieving schools cause them to improve	79	2.20	.705	79	2.13	.648	100	1.87	.734	55	2.13	.695	37	2.08	.722
	School Outcomes Total	80	2.63	0.65	82	2.57	0.63	100	2.52	0.68	56	2.48	0.62	37	2.61	0.65

Appendix E-2 (continued)

Items		K-5			6-8			PK5			P678			Superintendent		
		N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD
	Domain: Public Outcomes															
1	The testing program raises the status of public education in the state.	86	2.49	.628	86	2.59	.639	101	2.44	.754	59	2.44	.676	37	2.73	.608
7	The public is more confident in South Carolina's public schools.	85	2.18	.693	86	2.21	.576	102	2.21	.722	57	2.37	.645	37	2.38	.861
16	Schools with high PACT/PASS scores are perceived by the public as good schools.	83	3.19	.614	81	3.22	.725	97	3.36	.664	58	3.33	.574	37	3.11	.614
17	The public supports increased taxes to significantly raise teacher salaries.	82	3.01	.638	82	3.01	.676	97	3.16	.624	57	2.95	.742	37	2.78	.750
23	Schools with low PACT/PASS scores are perceived by the public as bad schools.	81	2.98	.774	81	3.09	.711	100	3.19	.692	56	3.04	.631	37	2.95	.705
27	Opinion polls indicate greater confidence in South Carolina's educators.	80	2.55	.634	79	2.57	.592	98	2.41	.716	55	2.58	.567	37	2.35	.716
33	The public places greater faith in teachers.	349	2.50	.650	79	2.59	.589	99	2.47	.675	55	2.51	.573	37	2.43	.689
44	More citizens express faith in the teaching profession.	77	2.66	.553	77	2.61	.588	98	2.53	.721	55	2.53	.604	37	2.57	.647
45	Parents are less likely to criticize a teacher's performance.	76	2.41	.696	77	2.43	.715	100	2.59	.637	55	2.56	.631	37	2.57	.555
48	Public support for schools is determined by school PACT/PASS test scores.	77	2.83	.637	79	2.82	.594	97	2.78	.696	54	2.63	.560	37	2.51	.731
	Public Outcomes Total	108	2.68	0.65	81	2.71	0.64	99	2.71	0.69	56	2.69	0.62	37	2.64	0.69

Appendix E-2 (continued)

Items		K-5			6-8			PK5			P678			Superintendent		
		N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD
	Domain: Teachers Outcome															
9	Teachers experience increased self-esteem	84	2.14	0.58	85	2.20	0.63	99	2.12	0.67	55	2.16	0.63	37	2.27	0.73
10	Teachers in PACT/PASS test grades ask to transfer to another grade	48	1.90	0.31	60	1.93	0.25	70	1.86	0.35	43	1.86	0.35	18	1.83	0.38
18	Teachers are less happy in their jobs	83	2.78	0.66	81	2.67	0.61	99	2.78	0.66	58	2.55	0.57	36	2.69	0.79
19	Teachers worry about their students' PACT/PASS test scores	82	3.21	0.77	81	3.12	0.60	100	3.38	0.58	58	3.21	0.52	37	2.95	0.78
24	More teachers stop teaching to accept other jobs	80	2.69	0.70	80	2.56	0.61	99	2.56	0.64	55	2.60	0.56	37	2.57	0.50
26	There is an increase in teacher absenteeism	79	2.63	0.68	78	2.60	0.57	100	2.41	0.62	56	2.46	0.60	37	2.59	0.69
31	Teachers develop more positive attitudes about teaching	79	2.24	0.54	77	2.31	0.57	100	2.31	0.66	54	2.50	0.50	37	2.32	0.63
32	Teachers experience greater stress due to the PACT/PASS testing program	78	3.28	0.68	78	2.96	0.65	100	3.18	0.72	55	3.07	0.72	37	2.86	0.71
38	Teachers experience greater satisfaction with teaching as a career	79	2.76	0.60	78	2.69	0.57	98	2.83	0.63	53	2.74	0.56	37	2.78	0.67
39	Teachers worry amore about their job security	79	2.91	0.66	79	2.78	0.65	99	2.92	0.58	55	2.85	0.56	36	2.67	0.59
46	Teachers worry that low PACT/PASS test scores damages their reputation	77	3.04	0.62	77	2.83	0.62	100	3.18	0.50	55	3.02	0.45	36	3.03	0.51
47	Teachers have greater authority to choose curriculum topics	77	17.35	13.61	78	16.68	13.77	98	21.24	12.65	56	21.14	12.99	35	19.06	13.61
50	More teachers complain about "burnout"	77	3.06	0.66	78	2.88	0.68	100	3.01	0.61	53	2.83	0.58	36	2.75	0.60
	Teacher Outcomes Total	77	3.85	1.62	78	3.71	1.60	97	4.14	1.53	54	4.08	1.51	35	3.88	1.63

APPENDIX E-3

Item Scores by Domain and Contract Status, Across Respondents and Categories

		Contract											
		Continuing			At Will			Annual			TERI		
Items		N	M	SD	N	M	SD	N	M	SD	N	M	SD
	Domain: Student Outcomes												
3	Students feel too much anxiety about PACT/PASS	285	2.69	0.78	34	2.74	0.83	28	3.00	0.90	18	3.06	0.54
8	Financially disadvantaged students fail PACT/PASS tests in disproportionately high numbers	283	2.97	0.69	34	2.85	0.74	28	3.04	0.69	18	2.83	0.62
11	Students with academic learning disabilities fail PACT/PASS in disproportionately high numbers	277	3.09	0.73	34	3.18	0.76	28	3.25	0.65	18	2.78	0.81
12	Students' writing competency improves significantly	273	2.61	0.57	33	2.55	0.75	28	2.64	0.56	18	2.39	0.50
20	More low-achieving students are retained in schools	276	2.53	0.65	34	2.59	0.66	28	2.64	0.68	18	2.78	0.55
25	Students' attitudes are more negative about attending school	269	2.52	0.61	34	2.47	0.75	28	2.89	0.79	18	2.56	0.62
29	More low-achieving students drop out of school	270	2.89	0.65	33	2.91	0.72	28	3.11	0.69	18	2.94	0.42
36	Minority students fail PACT/PASS tests in disproportionately higher numbers	266	2.96	0.64	33	2.91	0.68	28	3.07	0.66	18	2.89	0.47
37	Students' scores on nationally normed test improve	263	2.47	0.58	33	2.73	0.57	28	2.61	0.57	18	2.44	0.51
40	Students with low PACT/PASS test scores are tracked into low-level classes	265	2.63	0.61	32	2.75	0.57	28	2.89	0.57	17	2.65	0.61
41	Students' reading comprehension improves significantly	264	2.59	0.58	33	2.67	0.65	29	2.72	0.53	17	2.65	0.49
49	Students' math competency improves significantly	262	2.63	0.59	33	2.79	0.70	27	2.74	0.59	17	2.59	0.51
51	More-low achieving students are placed in special education classes	262	2.45	0.63	32	2.53	0.62	29	2.55	0.74	18	2.39	0.70
52	Students experience less joy in learning	263	2.69	0.63	32	2.84	0.77	29	2.83	0.76	17	2.53	0.62
	Student Outcomes Total	270	2.69	0.64	33	2.75	0.70	28	2.86	0.67	18	2.68	0.57

Appendix E-3 (continued)

Items		Contract											
		Continuing			At Will			Annual			TERI		
		N	M	SD	N	M	SD	N	M	SD	N	M	SD
	Domain: Instructional Outcomes												
2	Teaching practices emphasize role recall of fact.	285	2.35	0.70	34	2.59	0.61	28	2.50	0.58	18	2.22	0.55
4	The goal of classroom testing is to improve high-stakes test scores.	283	2.57	0.72	34	2.68	0.91	28	2.93	0.72	18	2.56	0.78
13	Teaching practices improve.	276	2.46	0.63	33	2.55	0.71	28	2.57	0.57	18	2.22	0.43
15	Teaching practices emphasize a curriculum that is too narrow.	273	2.48	0.64	32	2.72	0.63	28	2.71	0.76	18	2.39	0.50
21	Teaching practices begin to resemble PACT/PASS tests.	270	2.76	0.57	34	2.91	0.62	28	2.96	0.58	18	3.00	0.49
30	Too much teaching time is spent preparing students for the PACT/PASS test.	269	2.80	0.67	34	2.79	0.73	28	3.04	0.88	18	3.00	0.59
35	Less time is devoted to topics not addressed on PACT/PASS tests.	265	2.92	0.68	33	3.18	0.58	28	3.21	0.63	18	3.17	0.62
42	More time is devoted to teaching critical thinking.	262	2.53	0.62	33	2.64	0.70	29	2.55	0.69	18	2.44	0.51
	Instructional Outcomes Total	273	2.61	0.65	33	2.76	0.69	28	2.81	0.68	18	2.63	0.56
	Domain: School Outcomes												
5	Schools with low PACT/PASS scores are told how to improve	283	2.47	0.73	34	2.65	0.81	27	2.33	0.78	18	2.39	0.70
6	Schools' decision-making authority is reduced	281	2.69	0.61	34	2.74	0.71	27	2.78	0.58	18	2.67	0.59
14	Schools are empowered to develop their own vision for student outcomes	274	2.56	0.64	34	2.56	0.79	28	2.71	0.66	18	2.61	0.61
43	Schools with low PACT/PASS scores have less autonomy to make their own decisions	263	2.76	0.60	33	2.91	0.63	29	3.14	0.69	17	3.00	0.35
22	The curriculum will give schools autonomy to make their own decisions	268	2.71	0.58	34	2.94	0.60	27	2.93	0.55	17	2.76	0.56
28	Students' attitudes are more negative about attending school	269	2.48	0.64	33	2.61	0.66	28	2.50	0.84	17	2.76	0.44
34	Threats by the state to take over low-achieving schools cause them to improve	268	2.09	0.70	33	2.06	0.70	28	1.89	0.74	18	1.78	0.65
	School Outcomes Total	272	2.54	0.64	34	2.64	0.70	28	2.61	0.69	18	2.57	0.56

Appendix E-3 (continued)

Items		Contract											
		Continuing			At Will			Annual			TERI		
		N	M	SD	N	M	SD	N	M	SD	N	M	SD
16	Schools with high PACT/PASS scores are perceived by the public as good schools.	276	3.22	0.66	32	3.19	0.59	28	3.50	0.64	17	3.47	0.62
17	The public supports increased taxes to significantly raise teacher salaries.	273	2.99	0.68	33	3.00	0.66	28	3.18	0.72	18	3.17	0.62
23	Schools with low PACT/PASS scores are perceived by the public as bad schools.	272	3.03	0.72	34	3.00	0.60	28	3.39	0.69	18	3.22	0.65
27	Opinion polls indicate greater confidence in South Carolina's educators.	267	2.50	0.63	34	2.35	0.77	27	2.52	0.64	18	2.83	0.51
33	The public places greater faith in teachers.	267	2.51	0.63	33	2.55	0.67	28	2.54	0.58	18	2.83	0.51
44	More citizens express faith in the teaching profession.	261	2.58	0.63	33	2.55	0.71	29	2.45	0.63	18	2.89	0.32
45	Parents are less likely to criticize a teacher's performance.	264	2.52	0.63	32	2.69	0.64	28	2.07	0.81	18	2.78	0.55
48	Public support for schools is determined by school PACT/PASS test scores.	261	2.76	0.64	33	2.45	0.71	29	2.97	0.57	18	2.78	0.73
	Public Outcomes Total	214	2.21	0.52	26	2.18	0.54	23	2.26	0.53	14	2.40	0.45

Appendix E-3 (continued)

Items		Contract											
		Continuing			At Will			Annual			TERI		
		N	M	SD	N	M	SD	N	M	SD	N	M	SD
18	Teachers are less happy in their jobs	275	2.66	0.65	33	2.85	0.71	28	2.93	0.60	18	2.83	0.62
19	Teachers worry about their students' PACT/PASS test scores	276	3.18	0.67	34	3.12	0.48	27	3.41	0.69	18	3.50	0.62
24	More teachers stop teaching to accept other jobs	269	2.56	0.62	33	2.64	0.60	28	2.82	0.61	18	2.50	0.62
26	There is an increase in teacher absenteeism	268	2.52	0.62	34	2.53	0.79	27	2.67	0.48	18	2.50	0.71
31	Teachers develop more positive attitudes about teaching	265	2.35	0.59	33	2.27	0.72	28	2.36	0.56	18	2.06	0.42
32	Teachers experience greater stress due to the PACT/PASS testing program	266	3.06	0.70	33	3.06	0.75	28	3.36	0.68	18	3.39	0.61
38	Teachers experience greater satisfaction with teaching as a career	264	2.72	0.62	32	3.00	0.51	28	2.75	0.52	18	2.94	0.54
39	Teachers worry amore about their job security	266	2.80	0.60	33	2.91	0.63	28	3.07	0.77	18	3.00	0.59
46	Teachers worry that low PACT/PASS test scores damages their reputation	265	3.00	0.53	31	3.10	0.54	28	3.18	0.72	18	3.00	0.69
47	Teachers have greater authority to choose curriculum topics	263	18.71	13.46	32	19.00	13.53	29	21.79	12.46	17	22.00	12.79
50	More teachers complain about "burnout"	264	2.89	0.63	33	2.94	0.66	27	3.30	0.61	17	3.00	0.61
	Teacher Outcomes Total	226	3.57	1.51	28	3.65	1.53	24	3.97	1.44	15	3.90	1.45

APPENDIX F

Questionnaire Item Total Statistics

Item	Question	N	Min	Max	M	SD
1	The testing program raises the status of public education in the state.	369	1	4	2.51	.676
2	Teaching practices emphasize recall of facts.	368	1	4	2.38	.678
3	Students feel too much anxiety about PACT/PASS.	368	1	4	2.74	.791
4	The goal of classroom testing is to improve high-stakes test scores.	366	1	4	2.61	.750
5	Schools with low PACT/PASS scores are told how to improve.	365	1	4	2.47	.739
6	Schools' decision-making authority is reduced.	363	1	4	2.70	.622
7	The public is more confident in South Carolina's public schools.	367	1	4	2.24	.688
8	Financially disadvantaged students fail PACT/PASS tests in disproportionately high numbers.	366	1	4	2.96	.691
9	Teachers experience increased self-esteem.	360	1	4	2.17	.642
10	Teachers in PACT/PASS test grades ask to transfer to another grade.	239	1	2	1.88	.322
11	Students with academic learning disabilities fail PACT/PASS in disproportionately high numbers.	360	1	4	3.09	.733
12	Students' writing competency improves significantly.	355	1	4	2.60	.585
13	Teaching practices improve.	358	1	4	2.46	.633
14	Schools are empowered to develop their own vision for student outcomes.	357	1	4	2.57	.660
15	Teaching practices emphasize a curriculum that is too narrow.	354	1	4	2.52	.648
16	Schools with high PACT/PASS scores are perceived by the public as god schools.	356	1	4	3.26	.651
17	The public supports increased taxes to significantly raise teacher salaries.	356	1	4	3.02	.679
18	Teachers are less happy in their jobs.	357	1	4	2.71	.653
19	Teachers worry about their students' PACT/PASS test scores.	358	1	4	3.21	.655
20	More low-achieving students are retained in schools.	359	1	4	2.55	.649
21	Teaching practices begin to resemble PACT/PASS tests.	353	1	4	2.81	.575
22	The publication of PACT/PASS test scores encourages schools to define their own instructional problems.	350	1	4	2.51	.659
23	Schools with low PACT/PASS scores are perceived by the public as bad schools.	355	1	4	3.07	.710
24	More teachers stop teaching to accept other jobs.	351	1	4	2.60	.625
25	Students' attitudes are more negative about attending school.	352	1	4	2.55	.648

APPENDIX F (continued)

Questionnaire Item Total Statistics

Item	Question	N	Min	Max	M	SD
26	There is an increase in teacher absenteeism.	350	1	4	2.53	.631
27	Opinion polls indicate greater confidence in South Carolina's educators.	349	1	3	2.50	.650
28	Threats by the state to take over low-achieving schools cause them to improve.	350	1	4	2.07	.709
29	More low-achieving students drop out of school.	352	1	4	2.91	.646
30	Too much teaching time is spent preparing students for the PACT/PASS test.	352	1	4	2.83	.691
31	Teachers develop more positive attitudes about teaching.	347	1	4	2.33	.589
32	Teachers experience greater stress due to the PACT/PASS testing program.	348	1	4	3.10	.705
33	The public places greater faith in teachers.	349	1	3	2.53	.627
34	Schools with low PACT/PASS test scores have less autonomy to make their own decisions.	349	2	4	2.76	.583
35	Less time is devoted to topics not addressed on PACT/PASS tests.	347	1	4	2.99	.669
36	Minority students are PACT/PASS tests in disproportionately higher numbers.	348	1	4	2.96	.638
37	Students' scores on nationally normed test improve.	345	1	4	2.51	.586
38	Teachers experience greater satisfaction with teaching as career.	345	1	4	2.76	.602
39	Teachers worry more about their job security.	348	1	4	2.85	.617
40	Students with low PACT/PASS test scores are tracked into low-level classes.	345	1	4	2.66	.603
41	Students' reading comprehension improves significantly.	346	1	4	2.62	.575
42	More time is devoted to teaching critical thinking.	345	1	4	2.53	.624
43	The curriculum will give schools autonomy to make their own decisions.	345	1	4	2.82	.611
44	More citizens express faith in the teaching profession.	344	1	3	2.58	.629
45	Parents are less likely to criticize a teacher's performance.	345	1	3	2.51	.661
46	Teachers worry that low PACT/PASS test scores damages their reputation.	345	1	4	3.03	.560
47	Teachers have greater authority to choose curriculum topics.	344	1	30	19.10	13.354
48	Public support for schools is determined by school PACT/PASS test scores.	344	1	4	2.75	.649
49	Students' math competency improves significantly.	342	1	4	2.65	.598
50	More teachers complain about "burnout".	344	1	4	2.94	.638
51	More low-achieving students are placed in special education classes.	344	1	4	2.47	.638
52	Students experience less joy in learning.	344	1	4	2.71	.654

APPENDIX G - 1

Public Domain*Experience

		0-3			4-10			11-19			20-29			30+		
		N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD
1	The testing program raises the status of public education in the state.	16	2.50	.632	49	2.51	.681	99	2.49	.720	119	2.50	.609	85	2.58	.730
7	The public is more confident in South Carolina's public schools.	16	2.19	.655	49	2.06	.659	99	2.29	.704	119	2.26	.644	83	2.27	.750
16	Schools with high PACT/PASS scores are perceived by the public as good schools.	16	3.19	.655	48	3.42	.647	96	3.22	.714	115	3.17	.639	80	3.35	.576
17	The public supports increased taxes to significantly raise teacher salaries.	16	3.13	.619	48	3.21	.617	94	2.99	.726	114	2.91	.646	82	3.07	.699
23	Schools with low PACT/PASS scores are perceived by the public as bad schools.	16	3.19	.750	48	3.27	.610	94	2.97	.809	113	2.97	.725	83	3.17	.581
27	Opinion polls indicate greater confidence in South Carolina's educators.	16	2.75	.447	47	2.51	.688	92	2.51	.638	111	2.49	.631	82	2.44	.704
33	The public places greater faith in teachers.	15	2.53	.516	48	2.67	.559	93	2.52	.619	109	2.49	.647	83	2.52	.669
44	More citizens express faith in the teaching profession.	15	2.73	.458	48	2.65	.601	90	2.56	.638	107	2.50	.635	83	2.64	.655
45	Parents are less likely to criticize a teacher's performance.	15	2.53	.516	47	2.38	.739	92	2.39	.726	107	2.50	.635	83	2.71	.553
48	Public support for schools is determined by school PACT/PASS test scores.	15	2.93	.594	47	2.89	.598	90	2.73	.650	107	2.69	.621	84	2.73	.717
	Total	15.60	2.77	0.58	47.90	2.76	0.64	93.90	2.67	0.69	112.10	2.65	0.64	82.80	2.75	0.66

APPENDIX G-2

Public Domain*Position

		K-5			6-8			PK5			P678			Superintendent		
		N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD
1	The testing program raises the status of public education in the state.	86	2.49	.628	86	2.59	.639	101	2.44	.754	59	2.44	.676	37	2.73	.608
7	The public is more confident in South Carolina's public schools.	85	2.18	.693	86	2.21	.576	102	2.21	.722	57	2.37	.645	37	2.38	.861
16	Schools with high PACT/PASS scores are perceived by the public as good schools.	83	3.19	.614	81	3.22	.725	97	3.36	.664	58	3.33	.574	37	3.11	.614
17	The public supports increased taxes to significantly raise teacher salaries.	82	3.01	.638	82	3.01	.676	97	3.16	.624	57	2.95	.742	37	2.78	.750
23	Schools with low PACT/PASS scores are perceived by the public as bad schools.	81	2.98	.774	81	3.09	.711	100	3.19	.692	56	3.04	.631	37	2.95	.705
27	Opinion polls indicate greater confidence in South Carolina's educators.	80	2.55	.634	79	2.57	.592	98	2.41	.716	55	2.58	.567	37	2.35	.716
33	The public places greater faith in teachers.	349	2.50	.650	79	2.59	.589	99	2.47	.675	55	2.51	.573	37	2.43	.689
44	More citizens express faith in the teaching profession.	77	2.66	.553	77	2.61	.588	98	2.53	.721	55	2.53	.604	37	2.57	.647
45	Parents are less likely to criticize a teacher's performance.	76	2.41	.696	77	2.43	.715	100	2.59	.637	55	2.56	.631	37	2.57	.555
48	Public support for schools is determined by school PACT/PASS test scores.	77	2.83	.637	79	2.82	.594	97	2.78	.696	54	2.63	.560	37	2.51	.731
	Total	107.0	2.68	0.65	80.70	2.71	0.64	98.90	2.71	0.69	56.10	2.69	0.62	37.00	2.64	0.69

APPENDIX G-3

		Public Domain*Contract											
		Continuing			At Will			Annual			TERI		
		N	M	SD	N	M	SD	N	M	SD	N	M	SD
1	The testing program raises the status of public education in the state.	285	2.52	.664	34	2.47	.748	29	2.59	.780	18	2.39	.608
7	The public is more confident in South Carolina's public schools.	284	2.25	.685	34	2.29	.760	29	2.21	.726	17	2.24	.562
16	Schools with high PACT/PASS scores are perceived by the public as good schools.	276	3.22	.655	32	3.19	.592	28	3.50	.638	17	3.47	.624
17	The public supports increased taxes to significantly raise teacher salaries.	273	2.99	.681	33	3.00	.661	28	3.18	.723	18	3.17	.618
23	Schools with low PACT/PASS scores are perceived by the public as bad schools.	272	3.03	.721	34	3.00	.603	28	3.39	.685	18	3.22	.647
27	Opinion polls indicate greater confidence in South Carolina's educators.	267	2.50	.633	34	2.35	.774	27	2.52	.643	18	2.83	.514
33	The public places greater faith in teachers.	267	2.51	.633	33	2.55	.666	28	2.54	.576	18	2.83	.514
44	More citizens express faith in the teaching profession.	261	2.58	.631	33	2.55	.711	29	2.45	.632	18	2.89	.323
45	Parents are less likely to criticize a teacher's performance.	264	2.52	.629	32	2.69	.644	28	2.07	.813	18	2.78	.548
48	Public support for schools is determined by school PACT/PASS test scores.	261	2.76	.638	33	2.45	.711	29	2.97	.566	18	2.78	.732
	Total	271.00	2.69	0.66	33.20	2.65	0.69	28.30	2.74	0.68	17.80	2.86	0.57

APPENDIX H-1

Teacher Domain*Contract Status

		Continuing			At Will			Annual			Teri		
		N	M	SD	N	M	SD	N	M	SD	N	M	SD
9	Teachers experience increased self-esteem	278	2.17	.624	34	2.09	.753	28	2.25	.701	17	2.12	.600
10	Teachers in PACT/PASS test grades ask to transfer to another grade	188	1.88	.322	21	1.90	.301	17	1.82	.393	10	1.90	.316
18	Teachers are less happy in their jobs	275	2.66	.649	33	2.85	.712	28	2.93	.604	18	2.83	.618
19	Teachers worry about their students' PACT/PASS test scores	276	3.18	.669	34	3.12	.478	27	3.41	.694	18	3.50	.618
24	More teachers stop teaching to accept other jobs	269	2.56	.618	33	2.64	.603	28	2.82	.612	18	2.50	.618
26	There is an increase in teacher absenteeism	268	2.52	.621	34	2.53	.788	27	2.67	.480	18	2.50	.707
31	Teachers develop more positive attitudes about teaching	265	2.35	.585	33	2.27	.719	28	2.36	.559	18	2.06	.416
32	Teachers experience greater stress due to the PACT/PASS testing program	266	3.06	.703	33	3.06	.747	28	3.36	.678	18	3.39	.608
38	Teachers experience greater satisfaction with teaching as a career	264	2.72	.616	32	3.00	.508	28	2.75	.518	18	2.94	.539
39	Teachers worry amore about their job security	266	2.80	.595	33	2.91	.631	28	3.07	.766	18	3.00	.594
46	Teachers worry that low PACT/PASS test scores damages their reputation	265	3.00	.533	31	3.10	.539	28	3.18	.723	18	3.00	.686
47	Teachers have greater authority to choose curriculum topics	263.00	18.71	13.46	32.00	19.00	13.53	29.00	21.79	12.46	17.00	22.00	12.79

50	More teachers complain about "burnout"	264	2.89	.632	33	2.94	.659	27	3.30	.609	17	3.00	.612
	Total	262.08	3.89	1.59	32.00	3.95	1.61	27.00	4.28	1.52	17.15	4.21	1.52

APPENDIX H-2

		Teacher Domain*Experience														
		0-3			4-10			11-19			20-29			30+		
		N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD
9	Teachers experience increased self-esteem	16	2.31	0.48	49	2.04	0.68	96	2.20	0.61	116	2.28	0.66	82	2.01	0.64
10	Teachers in PACT/PASS test grades ask to transfer to another grade	8	2.00	0.00	34	1.94	0.24	67	1.93	0.26	73	1.79	0.41	56	1.89	0.31
18	Teachers are less happy in their jobs	16	2.88	0.62	49	2.78	0.65	96	2.59	0.67	113	2.67	0.62	82	2.82	0.67
19	Teachers worry about their students' PACT/PASS test scores	16	3.31	0.79	47	3.26	0.61	96	3.21	0.66	115	3.18	0.66	83	3.20	0.66
24	More teachers stop teaching to accept other jobs	16	2.88	0.62	48	2.48	0.74	92	2.63	0.62	112	2.61	0.56	82	2.56	0.63
26	There is an increase in teacher absenteeism	16	2.50	0.63	47	2.64	0.61	91	2.56	0.64	112	2.51	0.59	83	2.47	0.70
31	Teachers develop more positive attitudes about teaching	14	2.21	0.43	48	2.31	0.55	93	2.35	0.60	108	2.42	0.58	83	2.19	0.61
32	Teachers experience greater stress due to the PACT/PASS testing program	15	3.40	0.51	48	3.17	0.60	93	3.14	0.73	108	2.94	0.76	83	3.19	0.65
38	Teachers experience greater satisfaction with teaching as a career	15	2.87	0.35	48	2.69	0.69	91	2.70	0.59	109	2.71	0.60	81	2.94	0.58
39	Teachers worry amore about their job security	15	3.00	0.65	48	2.81	0.67	93	2.90	0.68	110	2.79	0.56	81	2.88	0.58
46	Teachers worry that low PACT/PASS test scores damages their reputation	15	3.00	0.65	48	3.06	0.52	91	3.00	0.60	109	3.00	0.54	81	3.10	0.54
47	Teachers have greater authority to choose curriculum topics	15	15.87	13.70	48	18.75	13.47	92	19.33	13.40	106	17.86	13.68	82	21.11	12.78
50	More teachers complain about "burnout"	15	3.27	0.46	46	3.02	0.65	92	2.96	0.68	108	2.87	0.60	82	2.91	0.65
	Total	14.77	3.81	1.53	46.77	3.92	1.59	91.00	3.96	1.60	107.62	3.82	1.60	80.08	4.10	1.54

APPENDIX H-3

		Teacher Domain*Position														
		K5			6-8			PK5			P678			Superintendent		
		N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD
9	Teachers experience increased self-esteem	84.00	2.14	0.58	85.00	2.20	0.63	99.00	2.12	0.67	55.00	2.16	0.63	37.00	2.27	0.73
10	Teachers in PACT/PASS test grades ask to transfer to another grade	48.00	1.90	0.31	60.00	1.93	0.25	70.00	1.86	0.35	43.00	1.86	0.35	18.00	1.83	0.38
18	Teachers are less happy in their jobs	83.00	2.78	0.66	81.00	2.67	0.61	99.00	2.78	0.66	58.00	2.55	0.57	36.00	2.69	0.79
19	Teachers worry about their students' PACT/PASS test scores	82.00	3.21	0.77	81.00	3.12	0.60	100.00	3.38	0.58	58.00	3.21	0.52	37.00	2.95	0.78
24	More teachers stop teaching to accept other jobs	80.00	2.69	0.70	80.00	2.56	0.61	99.00	2.56	0.64	55.00	2.60	0.56	37.00	2.57	0.50
26	There is an increase in teacher absenteeism	79.00	2.63	0.68	78.00	2.60	0.57	100.00	2.41	0.62	56.00	2.46	0.60	37.00	2.59	0.69
31	Teachers develop more positive attitudes about teaching	79.00	2.24	0.54	77.00	2.31	0.57	100.00	2.31	0.66	54.00	2.50	0.50	37.00	2.32	0.63
32	Teachers experience greater stress due to the PACT/PASS testing program	78.00	3.28	0.68	78.00	2.96	0.65	100.00	3.18	0.72	55.00	3.07	0.72	37.00	2.86	0.71
38	Teachers experience greater satisfaction with teaching as a career	79.00	2.76	0.60	78.00	2.69	0.57	98.00	2.83	0.63	53.00	2.74	0.56	37.00	2.78	0.67
39	Teachers worry amore about their job security	79.00	2.91	0.66	79.00	2.78	0.65	99.00	2.92	0.58	55.00	2.85	0.56	36.00	2.67	0.59
46	Teachers worry that low PACT/PASS test scores damages their reputation	77.00	3.04	0.62	77.00	2.83	0.62	100.00	3.18	0.50	55.00	3.02	0.45	36.00	3.03	0.51
47	Teachers have greater authority to choose curriculum topics	77.00	17.35	13.61	78.00	16.68	13.77	98.00	21.24	12.65	56.00	21.14	12.99	35.00	19.06	13.61
50	More teachers complain about "burnout"	77.00	3.06	0.66	78.00	2.88	0.68	100.00	3.01	0.61	53.00	2.83	0.58	36.00	2.75	0.60
	Total	77.08	3.85	1.62	77.69	3.71	1.60	97.08	4.14	1.53	54.31	4.08	1.51	35.08	3.88	1.63

APPENDIX I-1

School Domain*Contract Status

		Continuing			At Will			Annual			TERI		
		N	M	SD	N	M	SD	N	M	SD	N	M	SD
5	Schools with low PACT/PASS scores are told how to improve	283	2.47	0.73	34	2.65	0.81	27	2.33	0.78	18	2.39	0.70
6	Schools' decision-making authority is reduced	281	2.69	0.61	34	2.74	0.71	27	2.78	0.58	18	2.67	0.59
14	Schools are empowered to develop their own vision for student outcomes	274	2.56	0.64	34	2.56	0.79	28	2.71	0.66	18	2.61	0.61
43	Schools with low PACT/PASS scores have less autonomy to make their own decisions	263	2.76	0.60	33	2.91	0.63	29	3.14	0.69	17	3.00	0.35
22	The curriculum will give schools autonomy to make their own decisions	268	2.71	0.58	34	2.94	0.60	27	2.93	0.55	17	2.76	0.56
28	Students' attitudes are more negative about attending school	269	2.48	0.64	33	2.61	0.66	28	2.50	0.84	17	2.76	0.44
34	Threats by the state to take over low-achieving schools cause them to improve	268	2.09	0.70	33	2.06	0.70	28	1.89	0.74	18	1.78	0.65
	Total	272.29	2.54	0.64	33.57	2.64	0.70	27.71	2.61	0.69	17.57	2.57	0.56

APPENDIX I-2

School Domain*Experience

		0-3			4-10			11-19			20-29			30+		
		N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD
5	Schools with low PACT/PASS scores are told how to improve	16	2.25	0.58	48	2.54	0.68	99	2.41	0.71	117	2.50	0.73	84	2.49	0.84
6	Schools' decision-making authority is reduced	16	2.75	0.68	49	2.80	0.58	99	2.67	0.57	115	2.65	0.61	83	2.75	0.71
14	Schools are empowered to develop their own vision for student outcomes	16	2.69	0.60	47	2.72	0.68	95	2.57	0.63	115	2.47	0.64	83	2.63	0.71
43	Schools with Low PACT/PASS scores have less autonomy to make their own decisions	15	3.07	0.59	48	2.77	0.66	91	2.84	0.67	108	2.75	0.61	82	2.89	0.50
22	The curriculum will give schools autonomy to make their own decisions	16	2.88	0.50	46	2.74	0.53	92	2.82	0.57	112	2.70	0.60	82	2.77	0.61
28	Students' attitudes are more negative about attending school	16	2.44	0.73	47	2.51	0.69	92	2.45	0.70	113	2.50	0.64	81	2.62	0.60
34	Threats by the state to take over low-achieving schools cause them to improve	15	2.13	0.52	48	2.04	0.74	93	2.04	0.71	110	2.24	0.73	83	1.86	0.65
	Total	16	2.6	0.60	47.57	2.59	0.65	94.43	2.54	0.65	112.9	2.54	0.65	83	2.57	0.66

APPENDIX I-3

		School Domain*Position														
		K5			6-8			PK5			P678			Superintendent		
		N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD
5	Schools with low PACT/PASS scores are told how to improve	85	2.52	.701	86	2.50	.715	100	2.35	.770	57	2.42	.731	37	2.68	.784
6	Schools' decision-making authority is reduced	83	2.83	.621	85	2.67	.521	101	2.68	.647	57	2.56	.627	37	2.76	.723
14	Schools are empowered to develop their own vision for student outcomes	80	2.65	.658	82	2.65	.674	100	2.53	.703	58	2.38	.524	37	2.68	.669
43	Schools with low PACT/PASS scores have less autonomy to make their own decisions	76	2.86	.647	79	2.84	.649	98	2.88	.579	55	2.75	.615	37	2.70	.520
22	The curriculum will give schools autonomy to make their own decisions	79	2.84	.541	79	2.72	.598	100	2.81	.598	54	2.65	.588	37	2.68	.580
28	Students' attitudes are more negative about attending school	80	2.51	.693	81	2.46	.633	99	2.53	.719	53	2.45	.574	37	2.68	.580
34	Threats by the state to take over low-achieving schools cause them to improve	79	2.20	.705	79	2.13	.648	100	1.87	.734	55	2.13	.695	37	2.08	.722
	Total	80.3	2.6	0.7	81.6	2.57	0.63	99.7	2.52	0.68	55.6	2.48	0.62	37	2.61	0.65

APPENDIX J-1

		Student Domain*Contract Status											
		Continuing			Annual			At Will			TERI		
		N	M	SD	N	M	SD	N	M	SD	N	M	SD
3	Students feel too much anxiety about PACT/PASS	285	2.69	0.78	34	2.74	0.83	28	3.00	0.90	18	3.06	0.54
8	Financially disadvantaged students fail PACT/PASS tests in disproportionately high numbers	283	2.97	0.69	34	2.85	0.74	28	3.04	0.69	18	2.83	0.62
11	Students with academic learning disabilities fail PACT/PASS in disproportionately high numbers	277	3.09	0.73	34	3.18	0.76	28	3.25	0.65	18	2.78	0.81
12	Students' writing competency improves significantly	273	2.61	0.57	33	2.55	0.75	28	2.64	0.56	18	2.39	0.50
20	More low-achieving students are retained in schools	276	2.53	0.65	34	2.59	0.66	28	2.64	0.68	18	2.78	0.55
25	Students' attitudes are more negative about attending school	269	2.52	0.61	34	2.47	0.75	28	2.89	0.79	18	2.56	0.62
29	More low-achieving students drop out of school	270	2.89	0.65	33	2.91	0.72	28	3.11	0.69	18	2.94	0.42
36	Minority students fail PACT/PASS tests in disproportionately higher numbers	266	2.96	0.64	33	2.91	0.68	28	3.07	0.66	18	2.89	0.47
37	Students' scores on nationally normed test improve	263	2.47	0.58	33	2.73	0.57	28	2.61	0.57	18	2.44	0.51
40	Students with low PACT/PASS test scores are tracked into low-level classes	265	2.63	0.61	32	2.75	0.57	28	2.89	0.57	17	2.65	0.61
41	Students' reading comprehension improves significantly	264	2.59	0.58	33	2.67	0.65	29	2.72	0.53	17	2.65	0.49
49	Students' math competency improves significantly	262	2.63	0.59	33	2.79	0.70	27	2.74	0.59	17	2.59	0.51
51	More-low achieving students are placed in special education classes	262	2.45	0.63	32	2.53	0.62	29	2.55	0.74	18	2.39	0.70
52	Students experience less joy in learning	263	2.69	0.63	32	2.84	0.77	29	2.83	0.76	17	2.53	0.62
	Total	269.86	2.69	0.64	33.14	2.75	0.70	28.14	2.86	0.67	17.71	2.68	0.57

APPENDIX J-2

		Student Domain*Position														
		K-5			6-8			PK5			P678			Superintendent		
		N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD
3	Students feel too much anxiety about PACT/PASS	86	2.80	.823	86	2.71	.795	102	2.78	.753	57	2.56	.780	37	2.78	.821
8	Financially disadvantaged students fail PACT/PASS tests in disproportionately high numbers	87	2.97	.723	86	2.97	.659	99	3.02	.728	58	3.02	.607	36	2.67	.676
11	Students with academic learning disabilities fail PACT/PASS in disproportionately high numbers	84	3.07	.773	82	3.06	.673	100	3.09	.780	57	3.25	.689	37	3.00	.707
12	Students' writing competency improves significantly	82	2.70	.581	81	2.72	.506	99	2.46	.644	56	2.55	.570	37	2.57	.555
20	More low-achieving students are retained in schools	82	2.56	.755	82	2.38	.641	100	2.55	.575	58	2.74	.609	37	2.62	.594
25	Students' attitudes are more negative about attending school	80	2.68	.591	80	2.71	.660	99	2.39	.636	56	2.41	.654	37	2.54	.650
29	More low-achieving students drop out of school	80	2.78	.729	80	2.95	.571	99	3.02	.606	56	2.95	.585	37	2.78	.750
36	Minority students fail PACT/PASS tests in disproportionately higher numbers	79	2.87	.628	78	2.94	.671	99	2.98	.670	55	3.04	.543	37	3.03	.645
37	Students' scores on nationally normed test improve	78	2.55	.638	78	2.55	.526	97	2.48	.561	55	2.38	.652	37	2.59	.551
40	Students with low PACT/PASS test scores are tracked into low-level classes	78	2.72	.579	79	2.81	.681	98	2.50	.596	54	2.67	.514	36	2.67	.535
41	Students' reading comprehension improves significantly	77	2.69	.613	78	2.62	.540	98	2.61	.636	56	2.61	.493	37	2.49	.507
49	Students' math competency improves significantly	76	2.64	.626	77	2.71	.582	98	2.63	.599	54	2.57	.570	37	2.68	.626
51	More-low achieving students are placed in special education classes	76	2.46	.599	78	2.38	.688	97	2.45	.629	56	2.63	.620	37	2.43	.647
52	Students experience less joy in learning	76	2.78	.580	78	2.83	.653	98	2.64	.677	55	2.62	.623	37	2.65	.753
	Total	80.07	2.73	0.66	80.21	2.74	0.63	98.79	2.69	0.65	55.93	2.71	0.61	36.86	2.68	0.64

APPENDIX J-3

		Student Domain*Experience														
		0-3			4-10			11-19			20-29			30+		
		N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD
3	Students feel too much anxiety about PACT/PASS	16	3.13	.885	49	2.82	.782	100	2.70	.835	119	2.65	.755	83	2.80	.761
8	Financially disadvantaged students fail PACT/PASS tests in disproportionately high numbers	16	3.06	.680	50	3.18	.720	98	3.00	.703	118	2.84	.679	83	2.93	.659
11	Students with academic learning disabilities fail PACT/PASS in disproportionately high numbers	16	3.19	.655	49	3.31	.652	97	3.15	.768	114	3.03	.697	83	2.98	.780
12	Students' writing competency improves significantly	16	2.88	.500	48	2.73	.610	94	2.61	.591	114	2.54	.551	82	2.56	.611
20	More low-achieving students are retained in schools	16	2.50	.730	49	2.59	.705	95	2.54	.697	115	2.50	.640	83	2.63	.557
25	Students' attitudes are more negative about attending school	16	2.69	.704	48	2.88	.640	93	2.56	.634	111	2.47	.585	83	2.42	.683
29	More low-achieving students drop out of school	16	3.00	.516	48	3.10	.627	93	2.88	.657	112	2.82	.661	82	2.95	.627
36	Minority students fail PACT/PASS tests in disproportionately higher numbers	15	2.87	.516	48	3.08	.647	93	3.05	.614	108	2.88	.637	83	2.90	.674
37	Students' scores on nationally normed test improve	15	2.73	.458	48	2.56	.616	90	2.43	.654	108	2.51	.555	83	2.52	.549
40	Students with low PACT/PASS test scores are tracked into low-level classes	15	2.87	.516	47	2.83	.601	93	2.72	.632	110	2.57	.598	79	2.58	.569
41	Students' reading comprehension improves significantly	15	2.80	.676	48	2.67	.595	91	2.57	.561	108	2.52	.520	83	2.73	.607
49	Students' math competency improves significantly	15	3.00	.535	46	2.70	.591	91	2.58	.616	106	2.54	.555	83	2.78	.606
51	More-low achieving students are placed in special education classes	15	2.47	.640	48	2.52	.618	92	2.59	.682	106	2.45	.604	82	2.30	.622
52	Students experience less joy in learning	15	2.93	.594	48	2.79	.683	92	2.71	.603	106	2.69	.667	82	2.66	.689
	Total	15.50	2.86	0.61	48.14	2.84	0.65	93.71	2.72	0.66	111.07	2.64	0.62	82.43	2.70	0.64

APPENDIX K-1

		Instructional Domain*Experience														
		0-3			4-10			11-19			20-29			30+		
		N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD
2	Teaching practices emphasize role recall of fact.	16	2.63	0.62	50	2.62	.725	99	2.38	.681	118	2.32	.639	84	2.25	.674
4	The goal of classroom testing is to improve high-stakes test scores.	16	3.00	0.73	49	2.76	.778	98	2.65	.734	119	2.56	.646	83	2.47	.860
13	Teaching practices improve.	16	2.56	0.51	49	2.65	.663	95	2.51	.581	115	2.36	.651	82	2.43	.648
15	Teaching practices emphasize a curriculum that is too narrow.	16	2.88	0.72	48	2.56	.616	94	2.57	.664	114	2.49	.655	81	2.41	.608
21	Teaching practices begin to resemble PACT/PASS tests.	16	3.06	0.57	48	2.88	.606	92	2.87	.597	113	2.67	.525	83	2.84	.573
30	Too much teaching time is spent preparing students for the PACT/PASS test.	16	3.00	0.82	48	2.90	.722	92	2.82	.694	112	2.80	.655	83	2.81	.706
35	Less time is devoted to topics not addressed on PACT/PASS tests.	15	3.20	0.56	48	3.06	.665	93	2.85	.765	107	3.02	.598	83	3.02	.643
42	More time is devoted to teaching critical thinking.	15	2.60	0.74	47	2.55	.653	91	2.62	.663	107	2.44	.569	84	2.55	.609
	Total	15.75	2.87	0.66	48.38	2.75	0.68	94.25	2.66	0.67	113.13	2.58	0.62	82.88	2.60	0.67

APPENDIX K-2

	Instructional Domain*Contract Status											
	Continuing			At Will			Annual			Teri		
	N	M	SD	N	M	SD	N	M	SD	N	M	SD
2 Teaching practices emphasize role recall of fact.	285	2.35	0.70	34	2.59	0.61	28	2.50	0.58	18	2.22	0.55
4 The goal of classroom testing is to improve high-stakes test scores.	283	2.57	0.72	34	2.68	0.91	28	2.93	0.72	18	2.56	0.78
13 Teaching practices improve.	276	2.46	0.63	33	2.55	0.71	28	2.57	0.57	18	2.22	0.43
15 Teaching practices emphasize a curriculum that is too narrow.	273	2.48	0.64	32	2.72	0.63	28	2.71	0.76	18	2.39	0.50
21 Teaching practices begin to resemble PACT/PASS tests.	270	2.76	0.57	34	2.91	0.62	28	2.96	0.58	18	3.00	0.49
30 Too much teaching time is spent preparing students for the PACT/PASS test.	269	2.80	0.67	34	2.79	0.73	28	3.04	0.88	18	3.00	0.59
35 Less time is devoted to topics not addressed on PACT/PASS tests.	265	2.92	0.68	33	3.18	0.58	28	3.21	0.63	18	3.17	0.62
42 More time is devoted to teaching critical thinking.	262	2.53	0.62	33	2.64	0.70	29	2.55	0.69	18	2.44	0.51
Total	272.88	2.61	0.65	33.4	2.76	0.69	28	2.81	0.68	18	2.63	0.56

APPENDIX K-3

Instructional Domain*Position

		K5			6-8			PK5			P678			Superintendent		
		N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD
2	Teaching practices emphasize role recall of fact.	86	2.62	.738	86	2.44	.545	101	2.18	.684	58	2.31	.627	37	2.32	.709
4	The goal of classroom testing is to improve high-stakes test scores.	85	2.76	.766	86	2.65	.732	101	2.46	.794	57	2.47	.658	37	2.78	.672
13	Teaching practices improve.	84	2.58	.662	81	2.54	.571	99	2.30	.692	57	2.40	.530	37	2.54	.605
15	Teaching practices emphasize a curriculum that is too narrow.	80	2.61	.720	81	2.52	.615	100	2.47	.627	56	2.50	.661	37	2.49	.607
21	Teaching practices begin to resemble PACT/PASS tests.	80	2.85	.658	80	2.84	.605	100	2.81	.526	56	2.80	.519	37	2.68	.530
30	Too much teaching time is spent preparing students for the PACT/PASS test.	80	2.89	.675	80	2.88	.736	100	2.77	.679	55	2.69	.690	37	2.97	.645
35	Less time is devoted to topics not addressed on PACT/PASS tests.	79	2.82	.747	78	3.10	.676	100	3.05	.687	53	2.96	.619	37	2.95	.405
42	More time is devoted to teaching critical thinking.	75	2.60	.615	78	2.58	.712	99	2.44	.626	56	2.55	.570	37	2.51	.507
	Total	81.1	2.72	0.7	81.3	2.69	0.65	100	2.56	0.66	56	2.59	0.61	37	2.655	0.585